

Buile Hill Visual Arts College
SCITT



Buile**Hill**
Visual Arts College

Handbook

'BEYOND EXPECTATIONS'

Programme Handbook

Section 1 Course Overview

- 1.1 Programme aims and objectives
- 1.2 Code of conduct and Organisational Structure
- 1.3 Overall course structure and content – General Details

Section 1

Section 2 Structure of the Programme in detail

- 2.1 Course structure overview
- 2.2 Programme of professional issues training
- 2.3 Trainee attendance and absence

Section 2

Section 3 Assessment

- 3.1 Overview of assessment
- 3.2 Assessment and trainee progress
- 3.3 Assessment documents
- 3.4 Collecting evidence
- 3.5 Ongoing assessment
- 3.6 The four main review points
- 3.7 The summative reports
- 3.8 Assignments
- 3.9 Final assessment
- 3.10 Roles and Responsibilities within assessment process
- 3.11 Moderation of judgements
- 3.12 Trainees at risk of failure
- 3.13 Appeals Procedure

Section 3

Section 4 Induction

- 4.1 Induction overview
- 4.2 Training activities

Section 4

Section 5 Placement A1

- 5.1 Placement overview
- 5.2 Trainee timetables
- 5.3 Subject mentor meeting
- 5.4 Assessment

Section 5

Section 6 Enhancement Placements

- 6.1 Enhancement overview
- 6.2 Training activities

Section 6

Section 7 Placement B

- 7.1 Placement overview
- 7.2 Trainee timetables
- 7.3 Subject mentor meeting
- 7.4 Assessment

Section 7

Section 8 Placement A2

- 8.1 Placement overview
- 8.2 Trainee timetables
- 8.3 Subject mentor meeting
- 8.4 Assessment

Section 8

Section 9 Assignment based evidence overview

- 9.1 Reading list and Professional Bodies

Section 9

Section 10 Appendix

- 10.1 Course calendar
- 10.2 Mentor meeting record form
- 10.3 Observation form to be used by trainees
- 10.4 Observation form to be used by mentors
- 10.5 Timetable proforma
- 10.6 Review point documentation
- 10.7 Subject knowledge audit
- 10.8 Recommended Reading List
- 10.9 Attendance Log
- 10.10 Weekly entitlement log
- 10.11 Reflective journal
- 10.12 Teachers' Standards Tracking Document
- 10.13 Assessment cycle
- 10.14 Subject Specific Cycle

Section 10

Section 1 - Course overview

1.1 Programme aims and objectives

Mission Statement:-

'Beyond expectations'

Outstanding pupil progress is held at the core of the Buile Hill Visual Arts College SCITT. Our trainees are skilled at observing learning, have an acute understanding of what makes people learn best, and teach intuitively, enabling all pupils to progress 'beyond expectations'. Our aim is that the trainees, as well as their pupils, will go 'beyond expectations' in terms of the progress that they make. Outstanding teaching leads to outstanding progress.

Outcomes

Buile Hill Visual Arts College SCITT aims towards the following outcomes:-

- To provide outstanding training opportunities for trainees in a range of secondary subjects.
- To mentor and coach trainees effectively, guiding their development towards becoming outstanding teachers, experts in their specialist subject.
- To develop the future generation of outstanding teachers that will continue on to provide an exceptional level of education to learners, both in and out of Salford.
- To ensure all trainees make outstanding progress towards meeting all of the Teachers' Standards and achieving QTS.

1.2 Code of conduct

Trainees

Trainee teachers are expected to maintain the highest standards of professionalism in all contexts within their training. The Code of Conduct for trainees is in line with the roles and responsibilities of the trainee within the SCITT partnership.

Trainees should study the programme guides, subject guide and any additional course literature provided in order to:

- meet the expectations the SCITT has of standards of behaviour and general professional conduct;
- gain a good understanding of teaching standards and QTS;
- be aware of SCITT structure, the relationships between partner schools and the Lead School;
- prepare for events scheduled in the calendar e.g. reviews, assignment deadlines and enhancement Placements;
- to complete all necessary documentation in a timely manner;
- attend all training sessions and workshops and inform the appropriate personnel in cases of non-attendance according to given procedures;
- pursue all the outcomes of the Programme including the Standards for QTS;
- develop and maintain subject knowledge and understanding including ICT;
- engage with and complete all school based training activities and assignments to meet necessary deadlines;

- consult a wide range of relevant literature and be aware of current developments in education in general and in teaching of the subject;
- consider particular contexts for professional practice and critically evaluate them, examine and evaluate performance in a specific context in the light of knowledge of other contexts;
- champion the wellbeing of individual learners;
- manage the learning experiences of learners;
- become familiar with the ethos of the Lead School, Placement schools and enhancement providers, and key practices and procedures;
- conform to appropriate professional standards of dress, conduct and attendance;
- demonstrate professional commitment and attitude;
- develop and contribute to effective working relationship with mentors and class teachers;
- observe and analyse features of good practice and a variety of teaching styles;
- follow an agreed planned programme of gradualist experiences from working aide to full class teaching;
- engage in professional dialogue with colleagues;
- engage in feedback sessions with mentors in a constructive way;
- attend the schedule of tutorials with your Subject Mentor and carry out the preparatory tasks specified by the programme guide setting weekly targets;
- when appropriate attend and, with guidance, contribute to parents' evenings.

Subject mentors

A partner is required to appoint subject mentors to support trainees on Placement. The mentor will, after preparation and training, assume responsibility for all subject based observations, feedback and in school training support for the trainee whilst on Placement. They will:

- respect the rights of trainees as fellow professionals and offer personal and professional support;
- undertake the appropriate training to discharge their role effectively;
- provide a role model of good practice and opportunities for the trainee teachers to experience a variety of teaching styles;
- provide information on departmental policies and practice;
- construct a timetable of teaching with a variety of pupils across different key stages and the full ability range taking into account the trainee teachers' individual needs;
- provide tutorials for the subject training programme as detailed in the Programme and Subject Guides and ensure that information is available for trainee teachers to carry out prescribed school based training activities and prepare for assignments;
- conduct formative and summative observations of classroom teaching, provide oral and written feedback, and carry out meetings with individuals to review their professional development, setting targets for future developments;
- conduct and record weekly progress meetings with the trainee;
- engage with Professional Mentors for joint observations;
- engage in verification activity- for example cross centre observation moderation exercises;
- contribute towards review points- e.g. attending triangulation meeting with the Trainee and Professional Mentor;
- contribute to and helping to monitor individual action plans;
- liaise with the school coordinator in relation to any cause for concern or support need impacting on the Trainees ability to successfully complete the training;
- engage in the training activities identified for subject mentors by the SCITT;
- Take advantage of partnership opportunities for professional development, and to share and compare ITT practices with other mentors in ongoing training events such as subject conferences and subject mentor meetings.

Professional Mentors

A school partner is required to appoint professional mentors to support trainees on Placement. The professional mentor will, after preparation and training, assume responsibility for all ITT matters in the school and for liaison/communication with the lead school including a substantial responsibility for the quality assurance of the training provided by the school. The professional mentor is responsible for communication with the Senior Management Team of the school to ensure key staffs are informed about the progress of the ITT programme.

The Professional Mentor will:

- each year, when requested, identify Placements opportunities within the school for the following academic year;
- identify and support subject mentors and their training needs, ensuring they are adequately prepared before receiving trainees;
- monitor the training requirements of individual subject mentors and ensure they continue to meet the training entitlement of all trainees;
- provide an effective communication link between the lead school and subject mentors;
- monitor adherence to SCITT policy and the consistency of provision for trainees;
- provide a school based training programme of professional studies and ensure that arrangements data and information are available for Trainees to carry out school based training activities and prepare for assignments;
- engage with trainee reviews;
- work with subject mentors to monitor the progress of individual trainees;
- record the development in a written summative report;
- sharing and comparing ITE practices with other schools at SCITT meetings;
- communicating with the wider community and wider workforce (e.g. parents, governors, teaching assistants);
- on an annual basis, agree with the SMT of the school, subject colleagues and the number of subject Placements to be offered;
- ensure that subject colleagues are adequately prepared to receive and nurture trainees and understand their training needs; and
- Monitor the progress of trainees and support provided by subject mentors.
- Complete observations of the trainee and triangulate findings with the Subject Mentor to feed into the review process

SCITT Director

The overall responsibility for the management and coordination of the SCITT sits with the Lead School and the SCITT Director who will:

- be responsible to the Lead School Head Teacher and Governing body;
- report to the SCITT Board;
- be advised by designated Professional Mentors (who will be responsible for the day to day management of individual programmes);
- oversee QA processes- e.g. joint observations, moderation activities, engagement with External Examiners and assessment boards;
- line manage the SCITT Administrator (overseeing, financial reporting, enrolment process and the upkeep of student records);
- ensure an appropriate structure of meetings is in place to support programme monitoring and delivery;
- ensure appropriate training is offered to schools based Mentors;
- manage the recruitment and selection process;

- manage the designation of placements and enhancements;
- arrange the delivery of training sessions at the Lead School; and
- Have overall responsibility for monitoring the wellbeing of trainees, including managing processes of remediation and termination of placement as appropriate.
- act as the main point of contact for all issues relating to the recruitment and selection of trainees, Placement logistics, the wellbeing of trainees, quality monitoring of Placement activities, transition and continuity for trainees;
- devise, deliver and evaluate taught elements of the programme;
- engage in the preparation, support and development of subject mentors;
- assist schools and colleges where necessary in further programmes of mentor preparation;
- develop and maintain communication systems across SCITT providers;
- arrange Enhancement activities;
- Chair the Assessment Board meetings; and compile references.
- monitor trainee teacher's' progress across all elements of the programme, particularly through the Review process and help them set targets;
- moderate decisions about trainees' demonstration of the teaching strands of the Standards;

Subject Specific Leads

The SCITT is required to appoint Subject Specific Leads to support trainees on subject specific training days. The Subject Specific Lead will, after preparation and training, assume responsibility for all subject specific training for the relevant trainees whilst on the Programme. They will:

- arrange the delivery of subject specific training at their own school
- Training will be relevant to the subject area and will be based around a specific topic

SCITT Administrator

The SCITT Administrator is based in the Lead School. They:

- analyse the evaluations by trainees about the training experience on course
- To maintain centrally held trainee records
- Supporting the SCITT Director with general SCITT Management e.g. communication with trainees, logistical arrangements for training
- Collating trainee survey data at the end of each Review Point
- Maintaining communication with the Student Loans Company, ensuring attendance has been recorded when required
- Ensure trainee details are added to the NCTL DMS system for the purpose of allocating training bursaries, and awarding QTS upon successful completion of the course
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Visiting Trainers/Lecturers

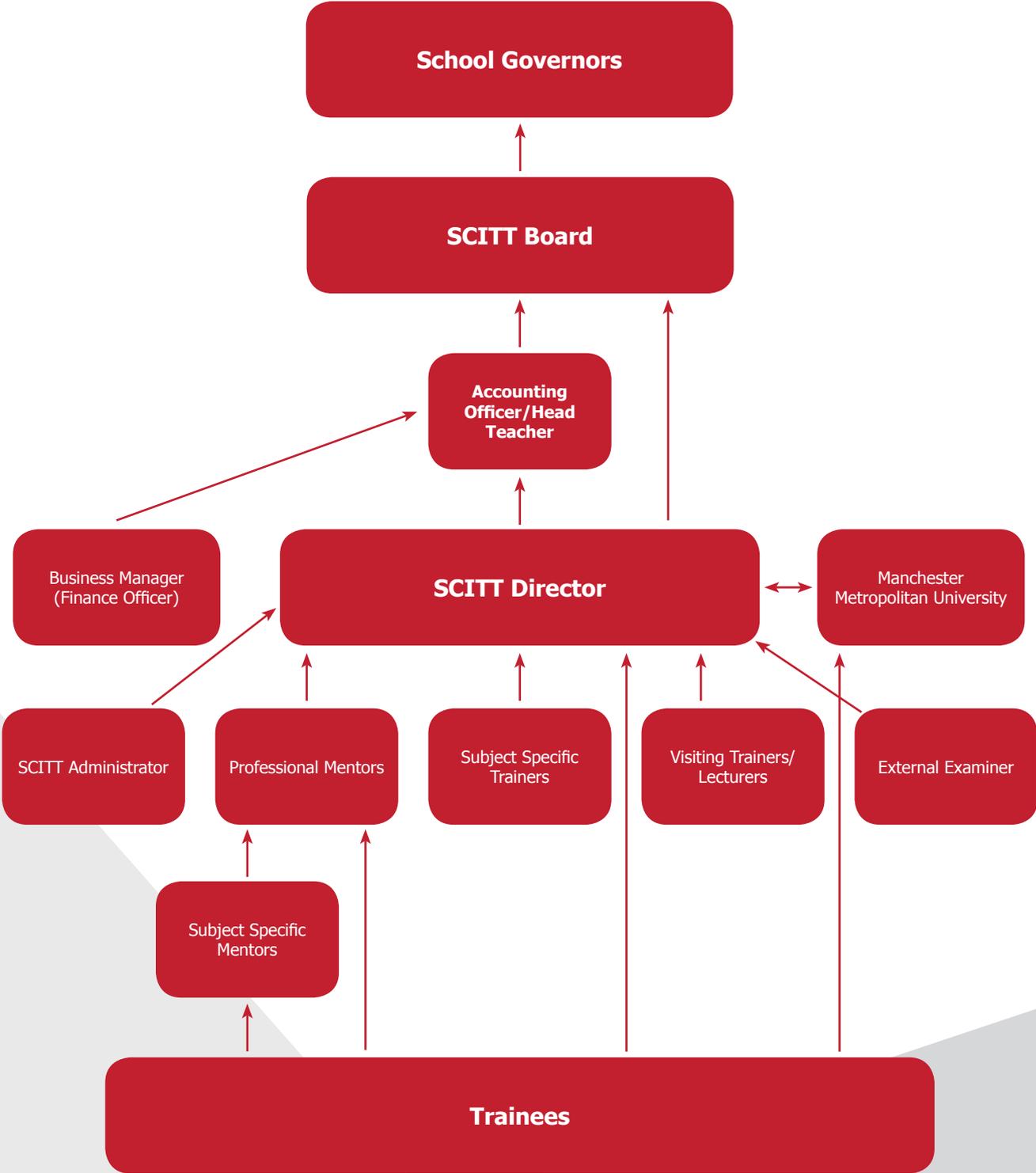
There will be a number of external visitors providing training. This will include experts within specific areas:

- SEN – Understanding needs and how to differentiate
- SEN – In mainstream School
- Attachment awareness
- EMTAS – Ensuring progress of pupils

Manchester Metropolitan University

- Assignments – introduction sessions, feedback and marking will be completed by Manchester Metropolitan University leading to the award of PGCE alongside the QTS which will be awarded by Buile Hill Visual Arts College SCITT

Organisational Structure



1.3 Overall course structure and content: General points

- Trainees will spend most Fridays at the centre. Training will include PI (professional issues) sessions and subject specific training.
- There will be a weekly meeting between the subject mentor and trainee during school experience placements A1, A2 and B. The suggested agenda for these is set out within this handbook.
- There is an expectation that each trainee will receive one formal lesson observation per week.
- The SCITT Director will visit trainees in their placements times during the course; in Placement A1, once in Placement B and once in Placement A2.
- Review points 1, 2 and 4 will involve a joint observation by the subject mentor and SCITT Director, this will be followed by a meeting with the trainee. The Professional Mentor will also observe the trainee as part of the review process.
- Review point 3 is an interim assessment carried out by the subject mentor.
- The 'enhancement' weeks in the autumn term will include week-long placements for groups of trainees, moving between a post-16 setting, a primary and a special school.
- During the final week of the autumn term there will be an informal meeting involving subject mentors and trainees. This will provide an opportunity for trainees to meet their Placement B subject mentors, as well as a chance for mentors to discuss, informally, trainees' main strengths and areas for development (referenced in assessment documentation).
- Manchester Metropolitan University will provide four workshop sessions during the course.

Section 2 - Structure of the Programme in detail

2.1 Course structure overview

The course operates over a single academic year as follows:

Weeks	School Centred Experience	Training sessions	Assessment and review points
1	Centre based programme induction and school based induction programme		
2-11	Schools Experience - Placement A1	Professional issues and subject based training sessions and workshops	3/10 Deadline for draft Current Issues assignment to MMU 18/11 Review point 1
12-13	Enhancement activities - Primary, Special School and Post 16 setting		
14-21	Schools Experience - Placement B		30/01 Deadline for Current Issues assignment to MMU 17/02 - Review point 2
22	Enhancement activities - Primary, Special School and Post 16 setting		
23-32	Schools Experience - Placement A2		30/03 - Review point 3 (submission on meetings required) 24/04 Deadline for Pedagogy in Practice assignment to MMU 19/05 - Review point 4
33-35	Personal Enhancement Placement		
36	Planning extension		22/06 - Final exam board 23/06 - QTS awarded

2.2 Programme of professional issues training including subject specific content

Friday 09/09/16

Effective Behaviour Management and Introduction to Assignment 1 with Debra Kidd– at Future Skills

Friday 16/09/16

Subject specific training – reflective planning and assessment. Key Issues in teaching - at relevant Subject Specific Schools

Friday 23/09/16

Curriculum 2015 and Beyond
Life after Levels
Pastoral & wider curriculum.
British Values With Sue Dean, Greg Davies and Anna Sillitoe at Future Skills

Friday 30/09/16

Induction day at Manchester Metropolitan University.
Introduction to the Programme including library session, student services, Master's level writing, assignments with a particular focus on the Current Issues Assignment - at MMU Brooks Building.
10am – 3pm

Friday 07/10/16

Providing challenge: matching work to individuals' needs with Debra Kidd – at Future Skills

Friday 14/10/16

Subject specific training – Progression between the key stages. Differentiation within subject – lower ability students – at relevant Subject Specific Schools

Thursday 20/10/16

University based training
Session 2 – Current Issues in Education (am)
Group tutorials (pm)

Friday 21/10/16

Understanding SEN needs and how to differentiate successfully – with Dr Martin Hanbury

Friday 04/11/16

SEN in mainstream schools with Madeline Metcalfe – at Future Skills

Friday 11/11/16

Teaching phonics, literacy and numeracy with Kirsty Carvell and Julie Sutcliffe or Natalie Eccles
Evidencing the standards – at Future Skills

Friday 18/11/16

Review Point 1 – at BHVAC (by appointments)

Thursday 08/12/16

University Based Training
Session 3 workshop with a focus on Current Issues Part 2 - at MMU Brooks Building. 10am – 3pm

Friday 16/12/16

Introduction to Assignment 2 – The Inclusive Classroom with Debra Kidd,
Reflection on Placement B at Future Skills

Friday 13/01/17

Assessment for Learning
Peer Assessment of Folders.
Planning – issues/questions.
Evidencing Standards at Future Skills

Friday 20/01/17

Stretch and Challenge with Debra Kidd - at Future Skills

Friday 27/01/17

The use of alternative provision in education (PRU placement – to be allocated)

Friday 03/02/17

Session 4 Workshop with a focus on Pedagogy in Practice unit - at MMU Brooks Building.
10am – 3pm

Friday 10/02/17

Subject Specific Training – Differentiation to ensure progress of more able students – at relevant Subject Specific Schools

Friday 17/02/17

Review Point 2 – at BHVAC (by appointment)

Friday 03/03/17

Introduction to Assignment – Pedagogy in practice. Strategic curriculum planning and development with Debra Kidd – at Future Skills

Friday 10/03/17

Mock interviews – at BHVAC (by appointment)

Friday 17/03/17

Subject specific training – Key Stage 3 & 4 – Changes to the curriculum – at relevant Subject Specific Schools

Friday 24/03/17

Ensuring progress for pupils with Natalie Stables from EMTAS – at Future Skills

Thursday 30/03/17

Review Point 3– via submission, no meeting required with SCITT Director for this Review

Friday 31/03/17

Attachment Awareness Training with Dr Lindsey Kay – at Future Skills

Friday 21/04/17

Introduction to Personal Enhancement Placement
Peer assessment of folders – at Future Skills

Friday 28/04/17

Aspects of leadership with James Inman
A successful NQT year - at Future Skills

Friday 05/05/17

Subject specific training – Formative and Summative Assessment to support pupil progress – at relevant Schools Specific Schools

Friday 12/05/17

Student Voice with Rob Mason, External Examiner - at Future Skills

Friday 19/05/17

Review Point 4 – at BHVAC – by appointment

Friday 27/05/17

Personal Enhancement Placement

Friday 09/06/17

Personal Enhancement Placement

Friday 17/06/17

Personal Enhancement Placement

Week commencing Monday 19/06/17

During this week each trainee will meet with SCITT Director. Trainees will be required to complete a final standards tracker and during the session the outcome of the course and feedback on Personal Enhancement Placement will be discussed.

SCITT Director will meet with SCITT Board to sign off final decisions and grades

Friday 23/06/17

Graduation

2.3 Trainee attendance and absence

Trainees are required to attend all school based training days, as well as enhancement days and Professional Issues sessions. The Teaching Agency requires trainees to complete at least 120 days teaching experience to gain QTS. Trainees should inform their subject mentor and school coordinator by contacting the placement school, as well as the Professional Mentor and SCITT Director as soon as possible in cases of absence. Attendance will be monitored and non-attendance without supporting evidence will result in the Trainee being required to attend an interview with the Professional Mentor. A Trainee who fails to meet the course requirements in terms of attendance will not be eligible for the award of QTS.

An attendance record is included in the trainee assessment log and the school-based (or centre-based) trainer will be expected to verify attendance on a weekly basis so that this can be monitored by the SCITT Director.

Section 3 - Assessment

3.1 Overview of assessment

- A key feature of the course is the time spent in school putting knowledge and pedagogy into practise. The course includes approximately 170 days training, including teaching days in contrasting schools as well as enhancement placements in alternative educational provision and a Personal Enhancement Placement.
- An integral part of the program are the Professional Issues (PI) sessions held every Friday, which cover a range of issues (see separate PI list within Course Content document).
- There are opportunities during the year to gain experience of working in a variety of contrasting settings, and to enhance trainees' knowledge of the topics covered during the PI sessions, through placements in primary schools, post-16 settings, in a Pupil Referral Unit, and in special schools.
- National priorities within ITT are covered through the comprehensive PI sessions.
- The SCITT partnership commitment ensures trainees receive a mentoring session at least once per week, as well as a formal lesson observation supplemented by developmental observations. The outcomes from observations and discussions inform the weekly target setting.
- Targets and progress towards the Standards are reviewed weekly, evidenced through the school experience file, the trainee assessment log and the standards tracking document.
- Throughout the year there are four review points, the agenda being informed by trainee assessment log. There are also formal joint observations involving the Subject Mentor and Professional Mentor, followed by a triangulation meeting involving the Trainee.

- The formal grading of trainees takes place at the final review point. Prior to this, they are assessed in terms of progress towards meeting the Standards rather than attainment (as defined in the OfSTED grade criteria).
- In addition, trainees complete three assignments throughout the year based on a range of themes around learning and teaching. These sit within the PI sessions forming a coherent training package.

3.2 Assessment and trainee progress

Initial information related to candidates' prior experience will be gathered and considered through the pre-interview skills audit and will, in most cases, form part of the agenda for the interview itself. It is particularly important to consider the prior experience of individual candidates as part of the selection process as they may already have evidence of working towards, or even be meeting, some of the Teachers' Standards. Trainees' potential, strengths and possible training needs will be considered.

Successful candidates will complete a subject knowledge audit before the start of the course and this will be considered, alongside the pre-interview skills audit, in compiling the trainee assessment log. Where there is sufficient evidence of a trainee having met a particular standard, this will be recorded on the Standards tracking document.

Assessment within the programme is coherent and integrated within the course overview. By review point 4 trainees will have met QTS. The assessment happens summatively as well as formatively, as per the assessment strategy cycle (see Assessment strategy cycle in section 4).

3.3 Assessment documents

There are three main documents used in assessing trainees' progress towards the Standards:

- The Trainee assessment log: this is a booklet containing records of all mentor and review Triangulation meetings, within which individualised targets will be assessed and extended. It includes, chronologically, all review point sheets and summative reports used as part of the ongoing assessment programme.
- The Standards Tracking Document: this is the main tool for collecting evidence on each trainees' progress in meeting the Standards. The tracking document sets out the main Standards headings and the bullet points. Pieces of evidence against each of the Standards are cross-referenced, on this document, to an evidence file and/or e-portfolio. When there is sufficient evidence to show that the trainee has met a Standard, this is then verified by both the Subject Mentor and the Professional Mentor.
- Trainees may collect evidence in the 'Evidence Against the Teaching Standards' folder and 'Portfolio of Evidence' folder
- A SCITT Handbook will include information from all PI sessions and school based tasks.

Weekly mentor/trainee meetings will include a review of the trainees' progress, focusing on strengths and areas for development. A weekly target will be agreed by the Trainee and Subject Mentor and this will be 'Standards referenced'. Targets will be recorded in the trainee assessment log. Training activities and lesson observations will link to these targets, which will subsequently be reviewed at the next mentor/trainee meeting. These meetings will also involve a review of the Standards Tracking Document so that mentors and trainees can gain an overview of progress towards meeting all of the Standards. The subject knowledge audit will be reviewed monthly.

3.4 Collecting evidence

The main responsibility for collecting evidence against the Standards will lie with the Trainee. It is vital that the Trainee has an accurate overview of his or her own progress against the Standards. However, each Trainee will be supported by trainers in collecting evidence.

Sources of evidence could include:

- written feedback from lesson observations;
- the written assignments to be completed during the year (the brief for each of these assignments includes references to the relevant Standards);
- tasks completed during school placements, including the primary, post-16 and special education setting placements;

In most cases, at least three pieces of evidence would be required against each Standard before it could be verified by the Subject Mentor and Professional Mentor. Each piece of evidence should be referenced clearly to a particular Standard.

3.5 Ongoing assessment

The SCITT Director will visit trainees in their placements three times during the course; once in Placement A1, once in Placement B and once in Placement A2. During each visit, the SCITT Director will review evidence on trainees' progress, including a scrutiny of the trainee assessment log.

3.6 The four main review points

Trainees' progress towards meeting the Standards is formally reviewed in November, February, April and June.

Review points 1 and 2 consist of a joint lesson observation between the Subject Mentor and the Professional Mentor. This is followed immediately by a 'triangulation meeting' at the school involving the trainee, Subject Mentor and Professional Mentor. During this meeting the trainees' progress towards meeting the Standards will be discussed in detail. Evidence may be identified and recorded in the evidence file and/or e-portfolio. A short report detailing the trainees' progress will be completed, with comments from the Subject Mentor being recorded on the report soon after the triangulation meeting. A follow-up tutorial with the Professional Mentor will be held at the centre during the week of the triangulation meeting. This will involve a review of the subject knowledge audit, the Trainee assessment log, the Standards Tracking Document and the portfolio of evidence. Targets, linked to the Standards, will be set based on the information gathered in the meetings. The Professional Mentor and trainee will add their comments to the report. At review point 3 it is vital that any outstanding evidence is noted and that the training plan is revisited to ensure that the trainee has the opportunity to gather that evidence during the final phase of the course.

Review point 3 is an interim assessment carried out by the Subject Mentor and Professional Mentor. It is followed up by a tutorial meeting but there is no joint observation. There will be no Review meeting held with the SCITT Director for Review 3 but all documentation must still be submitted.

Review point 4 follows a similar pattern of events to review points 1 and 2 but culminates in final assessment. The evidence against each of the Standards is reviewed thoroughly and rigorously.

The Trainees report from review point 1 is shared with the Subject Mentor for Placement B, prior to the start of Placement B. This is to enable the 'new' mentor to be fully aware of the trainees' progress towards the standards, strengths and targets for development.

3.7 The summative reports

The Teachers' Standards states that:

'Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of [qualified teacher status (QTS)].'

At each of the review points a trainee will be given a **grade for progress towards meeting the Standards. A grade for attainment** will not be given until the trainee has been judged to have met all of the standards for QTS. If trainees meet all of the Standards before the end of the course, they will be given a grade for attainment in line with the OfSTED grade descriptors in the ITE inspection handbook.

The trainee assessment log will include criteria for each progress grade and also attainment grades.

3.8 Assignments

Trainees are expected to complete three assignments throughout the course. These are based on practical teaching experience and require them to put into practise pedagogical issues explored during the Professional Issues sessions.

Each assignment will be supported by the relevant success criteria, which trainees need to meet to be successful. These will form part of the trainee assessment log, within the reflective practitioner section.

Two of these assignments are going to be submitted to Manchester Metropolitan University and one will be submitted to Buile Hill Visual Arts College SCITT, details of submission dates will be given during the professional issues training.

3.9 Final assessment

At the final tutorial meeting all evidence on the trainees' progress and attainment is brought together and considered, and a decision is made regarding whether that trainee should be recommended, at the final meeting of the assessment board, for qualified teacher status.

3.10 Roles and Responsibilities within assessment process

The roles and responsibilities of those involved in the assessment of trainees are as follows:

The Subject Mentor: responsible for the ongoing assessment of the trainees' progress on a weekly basis, as part of the regular mentor/trainee meetings. The Subject Mentor should assist the trainee in gathering evidence and recording it in the evidence file and/or e-portfolio. The Subject Mentor also has the main responsibility for setting Standards-related targets, based on observations of the trainee's teaching. (S)he should review the Standards Tracking Document on a weekly basis; the subject knowledge audit should be revisited on a monthly basis so that subject

training can be provided as necessary. Summative reviews are completed by the Subject Mentor, with grades for trainees' progress, (and attainment, if appropriate), agreed with the Professional Mentor.

The Professional Mentor contributes to the assessment of the trainee through placement visits and triangulation meetings. During tutorials, the Professional Mentor gives advice to the trainee on evidence collection, and gathers evidence from sources such as tasks and assignments, and the enhancement carousel placements (primary, post-16 and special education). The Professional Mentor contributes to triangulation meetings and the grading of trainees' progress, (and attainment, if appropriate) on summative reports.

The Professional Mentor takes overall responsibility for the grading of the trainee on the summative reports.

The SCITT Director should undertake one formal observation of the trainee during each placement. (S)he should discuss, with the Subject Mentor, the judgements on the trainee's progress (and, if relevant, attainment), working in a moderating role and offering advice as appropriate. Maintains an overview of the assessment of all trainees on the course, and of their progress towards meeting the Standards. The SCITT Director is responsible for collating performance data on all trainees and, at the end of the course, using this information to grade outcomes for trainees in line with the criteria outlined in the OfSTED handbook for the inspection of ITE.

The External Examiner will visit towards the end of the course to moderate the judgements on trainees' attainment, focusing primarily on the security of the pass/fail borderline.

The SCITT Director and Accounting Officer will consider the evidence for the recommendation of each trainee to be awarded QTS at a meeting held during the last week of the course. Final recommendations for the award of QTS are ratified by the School Governors and the SCITT Board.

3.11 Moderation of judgements

Observations and meetings provide ideal opportunities for trainers to moderate their judgements on the quality of trainees' teaching. This moderation is an ongoing process throughout the course. Where there is disagreement between trainers, or serious concerns about a trainee's progress, the SCITT Director will make a visit to the school and assess the trainees' work.

Any disagreements or queries are to be discussed and resolved by the Professional Mentors. Where this is not possible, the SCITT Director will mediate and help to make the final decision on the judgement.

The External Examiner provides rigorous external moderation to ensure that trainees awarded QTS have met all of the Standards.

(See Assessment verification and moderation cycle)

3.12 Trainees at risk of failure

Where trainees are felt to be at risk of failing to meet the Standards, this should be raised as an issue at the earliest opportunity. It will normally be the Subject Mentor who raises any concerns of this nature. These should be discussed, informally at first, with the Professional Mentor who should record the headlines from the conversation and discuss a strategy to address the concerns. The specific area of concern should be recorded in the trainee assessment log. Modifications to the individual training plan should then be discussed with the trainee so that weaknesses can be addressed.

The situation should be reviewed a few weeks later and if there has not been sufficient improvement the trainee will be moved formally on to a 'cause for concern' programme. The precise details of the concerns, including the possible impact on the trainees' potential to meet the Standards, must be recorded on the relevant forms.

Rigorous and meticulous attention to recording all concerns and discussing these concerns with the Trainee are fundamental to avoiding sensitive and difficult situations where trainees appeal against an assessment decision. Where a Trainee appeals against an interim judgement, the reasons for this must be explained to the Trainee in detail. If necessary, an independent person can visit the Trainee to gather evidence and provide a professional opinion, and the SCITT Director will review each case as appropriate.

All evidence related to any Trainee close to the pass/fail borderline should be seen by the external examiner whose judgement will be vital to the process.

At final assessment, the trainee's appeal should be considered by the SCITT Board at the final assessment board meeting. A secure evidence base for any judgement is essential. The outcome should then be shared and discussed with the trainee. If, in spite of this process, trainees are still unhappy with decisions, we should ensure that the evidence base is ready and secure.

3.13 Appeals Procedure

All appeals from trainees should be directed to the SCITT Director within a set time frame, following either a review point or the final assessment board.

The SCITT Director will convene a special meeting of a select group from the Organisational Structure plus one external representative, to assess the claim. If the Trainee isn't satisfied with the outcome the formal complaints procedure from the school will be followed.

Section 4 - Induction

Aims and outcomes:-

- to provide trainees with a clear overview of the content, structure and requirements of the training programme;
- to provide trainees with an insight into the current key priorities within education;
- to develop trainees' understanding of primary education, particularly Key Stage 2, and progression between key stages;
- to expand trainees' understanding of the position and significance of their subject within the wider curriculum.

4. 1 Induction Overview

Trainees will spend two days based at the centre, working mainly as a cohort, within a series of Professional Issues sessions inducting them onto the course. Trainees will then go directly to their placement A1 Schools.

4.2 Training Activities

Trainees will complete a reflective activity prior to the start of the course. These will contribute to the reflective practitioner section within their trainee assessment log and will inform the tutorial during the induction weeks, during which they will review their individual training plan.

Section 5 - Placement A1

Aims:-

- to expand trainees' understanding of the position and significance of their subject within the wider curriculum;
- to help trainees to develop their subject knowledge for teaching;
- to develop trainees' ability to reflect on pedagogical theory and adapt and translate it into classroom practice;
- to develop trainees' understanding of the relationship between provision (teaching) and outcomes (pupils' achievement);
- to provide models of outstanding teaching for trainees to reflect upon and adapt;
- to develop trainees' skills in managing behaviour effectively;
- to ensure trainees have a secure understanding of how to assess pupils' achievement, measure and maintain outstanding progress within lessons for all learners;
- to encourage trainees to have high expectations of their pupils and to set aspirational learning objectives and plan so that learners achieve these; and
- to ensure that trainees develop a sound understanding of the wider professional responsibilities of teachers.

5.1 Placement Overview

Trainees will spend four days a week in their allocated school throughout the whole placement. This time will be spent completing school based tasks, and building from team teaching to solo teaching. A gradualised approach is adopted when increasing the teaching load of a trainee, guided by the subject mentor to ensure the course is individualised as appropriate to the strengths of the trainee.

5.2 Trainees' Timetable

Due to the fact that trainees will only spend four days a week in school during this placement, their timetable is based on a % of the teaching hours from Monday to Thursday.

Trainees are expected to start with team teaching, building gradually to solo teaching as appropriate. As outlined above, the pace of this increase will be individual to each trainee.

By the end of placement A1 trainees should be teaching a 40% timetable, eg. over four days if the full timetable is 20 hours, as trainee will be teaching eight lessons.

In addition, trainees should have a 'protected' free period (approximately one hour) for their subject mentor meeting every week (see below).

5.3 Subject Mentor meetings

Trainees will have a meeting with their subject mentor every week. During this meeting trainee progress will be reviewed, using the standards tracking document where appropriate and formative targets will be reviewed and set.

Suggested Agenda for Subject Mentor Meeting 1

- Review and set targets: use individual training plan completed during induction week 1 and subject knowledge audit. Begin tracking progress within standards tracking document.
- Professional Issues: the educational landscape – understanding the key current issues within education.
- Training activities: induction into the department (this may need to be done at an additional time if necessary); observe a range of lessons across subjects within school.

Suggested Agenda for Subject Mentor Meeting 2

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary. Discuss lessons observed by trainee during Week 1 (across different subjects).
- Professional Issues: understanding SEN needs and how to differentiate successfully.
- Training activities: look at departmental schemes of work and plan a lesson, to be taught collaboratively during the coming week focusing on differentiation of one task; track a TA.

Suggested Agenda for Subject Mentor Meeting 3

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: subject specific reflective planning – the whole school and departmental approach to planning, using reflective planning format, planning from a long term scheme of work into a short term lesson and providing differentiated resources.
- Training activities: focus on assessment within team teaching and provide opportunity for formative assessment, using this within the planning cycle.

Suggested Agenda for Subject Mentor Meeting 4

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: subject specific assessment – the department assessment information, how this fits into the wider school assessment cycle, how assessment operates within the subject, in particular an overview of life after levels and the impact of curriculum changes on subject specific pedagogy.
- Training activities: develop expectations within the classroom – adapt and implement strategies observed by colleagues; track a student for a day.

Suggested Agenda for Subject Mentor Meeting 5

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: classroom management – subject specific strategies, the department policy and its place within the whole school policy.
- Training activities: observe a range of differentiation strategies, interview a teaching assistant and adapt ideas within own teaching.

Suggested Agenda for Subject Mentor Meeting 6

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: differentiation, including practical strategies within the subject specific classroom, use of data when setting a learning aim and planning a lesson.
- Training activities: incorporate ICT training session in own teaching to enhance pupil progress in lessons.

Suggested Agenda for Subject Mentor Meeting 7

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary. Preparation for review 1.
- Professional Issues: the use of ICT in the subject specific classroom – introduction to ICT opportunities available and observation of how they're used effectively to enhance pupil progress.
- Training activities: support with assignment; observation of two key stages and identify key differences within subject specific areas.

Suggested Agenda for Subject Mentor Meeting 8

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary. Preparation for review 1.
- Professional Issues: subject specific – progress between key stages; the difference between the curriculums across the key stages and subject specific strategies and techniques used at different key stages.
- Training activities: support with assignments ; reflect on form time experience.

Suggested Agenda for Subject Mentor Meeting 9

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary. Preparation for review 1.
- Professional Issues: effective pastoral care and its impact on pupil progress – identifying the pastoral system within school and it's link and support to the curriculum.
- Training activities: preparation for review point 1 – ensure tracking document is updated; if possible spend a session in the inclusion unit within the school or any other alternative provision available.

Suggested Agenda for Subject Mentor Meeting 11

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary. Preparation for review 1.
- Professional Issues: review point 1 tutorial.
- Training activities: complete review point 1 and accompanying survey.

5.4 Assessment

Review Point 1 – 18/11/2016

Assignment 1 - The deadline for the draft 'Current Issues' is Monday 3rd October 2016 to MMU via Turnitin.

Section 6 - Enhancement Placements

Aims and outcomes:-

- to provide trainees with beneficial and worthwhile experience of range of educational settings;
- to develop trainees' understanding of post-16 education, including issues related to transition between Key Stages 4 and 5;
- to enhance trainees' knowledge of how different educational establishments meet pupils' individual needs.

6.1 Enhancement Overview

Over a period of three weeks, trainees will spend five days in each of three different educational contexts – a post-16 setting, a special school and a primary school. Trainees will not be expected to take responsibility for teaching individuals and groups although they may take part in 'team teaching' activities as appropriate. Trainees will be expected to complete reflective tasks.

6.2 Training Activities

Trainees will complete a series of reflective activities throughout the induction placement. These will contribute to the reflective practitioner section within their trainee assessment log and will inform the end of term tutorial.

Section 7 - Placement B

Aims: as for placement A1, building on knowledge and experience gained through training activities during the programme so far, and providing trainees with experience of teaching in an alternative, contrasting educational setting

7.1 Placement Overview

Trainees will spend four days a week in their allocated school throughout the whole placement. This school should provide a contrasting experience to that gained during placement A1. Trainees will be required to complete school based tasks, and move swiftly from team teaching to solo teaching. A gradualised approach is adopted when increasing the teaching load of a trainee, guided by the Subject Mentor to ensure the course is individualised as appropriate to the strengths of the Trainee.

7.2 Trainees' Timetable

Due to the fact that trainees will spend four days a week in school during this placement, their timetable is based on a % of the teaching hours Monday to Thursday.

Trainees are expected to start with team teaching, building gradually to solo teaching as appropriate. As outlined above, the pace of this increase will be individual to each trainee.

By the end of placement B trainees should be teaching a 50% timetable, e.g. over four days if the full timetable is 20 hours, a trainee will be teaching 10 lessons.

In addition, trainees should have a protected free period (approximately one hour) for their subject mentor meeting every week.

7.3 Subject Mentor meetings

Trainees will have a mentor meeting with their subject mentor every week. During this meeting trainee progress will be reviewed within the standards tracking document and formative targets will be reviewed and set.

Suggested Agenda for Subject Mentor Meeting 15

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: teaching learners for whom English is an additional language in a subject specific context; revisit differentiation within the contrasting school context – whole school and at a departmental level.
- Training activities: observe outstanding practise in new school context – whole school and departmental.

Suggested Agenda for Subject Mentor Meeting 16

- Review and set targets: update individual training plan using review point 1 and December tutorial. Update tracking progress within standards tracking document.
- Professional Issues: deployment of adults in the classroom – subject specific and strategies (ensure trainee has a group in their timetable in which learners are supported by a teaching assistant or similar member of support staff).
- Training activities: plan for effective deployment of a teaching assistant within an appropriate lesson; interview a teaching assistant as to their job and how to effectively use them within a lesson.

Suggested Agenda for Subject Mentor Meeting 17

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: wider community (all stakeholders and governance) in the context of the whole school.
- Training activities: plan differentiation strategies within lessons; observe outstanding practise elsewhere in school; lead a parents' evening, complete a set of full reports and training session from a school governor.

Suggested Agenda for Subject Mentor Meeting 18

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: interviews and career progression within the school and from a subject specific perspective.
- Training activities: focus on assignments ensuring trainees ahead of the submission date; shadow a senior teacher for the day.

Suggested Agenda for Subject Mentor Meeting 19

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: progression across key stages and teaching GCSE and post-16 in a subject specific context – focus on assessment and the advanced knowledge necessary.
- Training activities: assessment task for key stage 4 and plan key stage 4 lesson.

Suggested Agenda for Subject Mentor Meeting 20

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: subject specific – focus on strategies to develop and extend the most able students.
- Training activities: ensure review point 1 tracker is updated.

Suggested Agenda for Subject Mentor Meeting 21

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary. Prepare for review 2.
- Professional Issues: subject specific issues covered.
- Training activities: preparation for review 2 observed lesson.

7.4 Assessment

Review Point 2 – 17/02/17

Assignment 1 - The deadline for the assignment 'Current Issues' is Monday 30th January to MMU

Section 8 - Placement A2

Aims:-

To consolidate and develop all aspects of trainees' work related to the Teachers' Standards, leading to the award of QTS.

8.1 Placement Overview

Trainees will spend four days a week in their allocated school throughout the whole placement. This time will be spent completing school based tasks, and building from team teaching to solo teaching. A gradualised approach is adopted when increasing the teaching load of a Trainee, guided by the Subject Mentor to ensure the course is individualised as appropriate to the strengths of the Trainee.

8.2 Trainees' Timetable

Due to the fact that trainees will spend four days a week in school during this placement, their timetable is based on a % of the teaching hours Monday to Thursday.

Trainees are to take on solo teaching responsibilities as soon as possible, given that this is the final school experience block placement and trainees are familiar with the setting. However, trainees' individual strengths and areas for development should be taken into account when allocating responsibilities.

By the end of placement A1 trainees should be teaching at least a 60% timetable, e.g. over 4 days if the full timetable is 20 hours, a Trainee will be teaching 12 lessons.

In addition, trainees should have a 'protected' free period (approximately one hour) for their subject mentor meeting every week.

8.3 Subject Mentor meetings

Trainees will have a mentor meeting with their Subject Mentor every week. During this meeting trainee progress will be reviewing within the standards tracking document and formative targets will be reviewed and set.

Suggested Agenda for Subject Mentor Meeting 22

- Review and set targets: use individual training plan completed during induction week 1 and subject knowledge audit. Begin tracking progress within standards tracking document.
- Professional Issues: curriculum planning and development in the subject specific context.
- Training activities: move from mid to longer term planning by writing a scheme of learning for a unit of work.

Suggested Agenda for Subject Mentor Meeting 23

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: phonics and literacy skills within a subject specific context.
- Training activities: within planning (short, mid and longer term) ensure phonics and literacy skills are being developed; training session with literacy lead in school.

Suggested Agenda for Subject Mentor Meeting 24

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: numeracy and thinking skills within a subject specific context.
- Training activities: within planning (short, mid and longer term) ensure numeracy and thinking skills are being developed; training session with numeracy lead in school.

Suggested Agenda for Subject Mentor Meeting 25

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: assessment at key stage 4 and 5 in a subject specific context.
- Training activities: assessment and moderation at Key Stages 4 and 5.

Suggested Agenda for Subject Mentor Meeting 26

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: curriculum development – link within departmental plan.
- Training activities: plan assignment.

Suggested Agenda for Subject Mentor Meeting 27

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary. Preparation for review 3.
- Professional Issues: subject specific focus on issues covered in centre and/or school based sessions.
- Training activities: plan assignment 3 and complete review point 3.

Suggested Agenda for Subject Mentor Meeting 28

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: a aspects of leadership – developing wide strategic vision and motivating colleagues to share the vision.
- Training activities: lead a parents' evening, complete a set of full reports and training session from a school governor.

Suggested Agenda for Subject Mentor Meeting 29

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: reflection on the extra-curricular opportunities available in subject specific context and their impact on and enhancement of pupil progress within the classroom.
- Training activities: training session with current NQTs with a focus on the NQT year.

Suggested Agenda for Subject Mentor Meeting 30

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: subject specific focus on issues covered in centre and/or school based sessions.
- Training activities: support with assignments.

Suggested Agenda for Subject Mentor Meeting 31

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: subject specific focus on issues covered in centre and/or school based sessions.
- Training activities: support with assignments; complete review point 4 tracking information.

Suggested Agenda for Subject Mentor Meeting 32

- Review and set targets: use trainee assessment log and standards tracking document. Update individual training plan as necessary.
- Professional Issues: Personal Enhancement Placement planning.
- Training activities: support with assignments; ensure review point 4 tracking documentation is complete.

8.4 Assessment

Review Point 3 – 30/03/17 submission only no meetings required

Review Point 4 – 19/05/17

Assignment - The deadline for the assignment 'Pedagogy in Practice' is Monday 24th April 2017 to MMU

Quality Assurance Processes

The SCITT Director will have overall responsibility for quality assurance, assisted by Professional Mentors and Subject Mentors. Professional Mentors and Subject Mentors in partner schools will play a key role in assuring quality on placement and reporting as appropriate to the SCITT Director.

The SCITT Director will be responsible for reporting to the Accounting Officer and School Governors regularly on the quality of outcomes for trainees; how well the partnership prepares trainees to teach in secondary settings in given subject areas and how well leaders and managers ensure that best outcomes are achieved and sustained.

Monitoring and Evaluation of teaching and learning

Planning documentation audits and evaluation

Schemes of work and planning documentation for the content of the centre-based training sessions will be audited by the SCITT Director to ensure it is comprehensive and closely linked to the Standards at the beginning of each academic year. At the end of each year, the SCITT Director and Professional Mentors will review and update the teaching and learning strategy for both subject knowledge and professional issues training based on trainee feedback, outcomes, input from subject consultative groups, External Examiner feedback and any changes to the Standards. The strategy will be approved by the SCITT Board at the end of the year.

Observations

Those delivering training sessions at the centre will be observed by the SCITT Director at least once during the first year of course delivery, from then on; formal observations will be conducted on over a two year cycle unless risk is identified.

Trainee voice

The views of trainees on the quality of centre-based training, enhancement and placement will be collected, through evaluations, every term. Findings will be collated and analysed in order to inform future developments or modifications to course content. Trainee feedback will be considered in year by SCITT Partnership meetings (see attached quality cycles) to ensure both timely in year responses to issues as they arise and longer term enhancements.

Feedback from mentors

Mentors will be invited to give feedback on their experience of the programme and this evidence, together with all evidence from other parts of the programme will form part of the Quality Assurance procedures.

Subject Mentor training and Consultative Groups

Subject Mentor training is fundamental to ensuring the quality of school-based training. As set out in the memorandum of agreement, all Professional Mentors and Subject Mentors will be required to engage in induction training before they can support a trainee. Additional CPD will then be offered on a termly basis, the SCITT Director will be responsible for developing and monitoring the SCITT CPD strategy.

Review points and triangulation meetings

Subject Mentors will be supported by Professional Mentors, who will ensure that they have a clear understanding of requirements in terms of weekly meetings, documentation, and tracking trainees' progress against the Standards. Lesson observation feedback forms will be checked to ensure that they are sufficiently evaluative, supportive and linked to the Standards. Regular Subject and trainee meetings in advance of review points will be conducted to ensure a match between the trainees' expectations, Subject Mentor and Professional Mentor feedback. This is supported by a joint observation and trainee meeting with the SCITT Director.

Monitoring and Evaluation of Assessment

Assessment Strategy

Assessment Strategy will be evaluated at the end of each academic year- changes to assessment schedules and methods will be proposed by the SCITT Director and Professional Mentors and ratified by the SCITT Board.

Internal Verification

Assessment schedules which detail who has responsibility for the design of assessment and allocate appropriate Internal Verifiers will be drawn up at the end of the academic year. Internal verification will then take place on a termly basis, allowing opportunities for minor changes in instances where the expected progress against the Teaching Standards has not been made. The design of assessment briefs and their verification will follow a set process, briefs will be verified against set criteria, all records will be maintained by the SCITT Administrator.

Moderation of assessed work and training logs

The Professional Mentor will monitor the quality of lesson observation feedback forms and mentor comments in the Trainee assessment log during visits to schools. The Professional Mentor also has the main responsibility for ensuring that trainees are receiving their entitlement in terms of weekly meetings and observations. Minor issues can be discussed with the Mentor at the time of the visit; any more serious concerns should be reported to the SCITT Director as soon as possible after the visit. The SCITT Director may make a visit to the school to follow up concerns. Support should be offered to the school and the quality of training monitored. If there is cause for ongoing serious concern, de-selection procedures should be followed.

Assessment tasks will be moderated on a termly basis as per a schedule set out at the beginning of the year.

External Examiner involvement

An External Examiner will visit trainees on placement and assess samples of written work and training logs on an annual basis when compiling reports for the Assessment Board. These reports will be used to assess the validity of the outcomes for trainees presented at Board. External Examiner recommendations will be used to inform evaluation of the provision through completion of Self Evaluation Documents (SEDs) and Quality Improvement Plans (QIPs).

Section 9 - Recommended Reading List

9.1 Recommended Reading List - Associations 16-17

The following list consists of books you'll find useful in your teaching. There are also lists of blogs to keep up to date with and useful professional organisations.

Essential Reading List:-

1. Mindsets : The New Psychology of Success – **Carol Dweck**
2. Don't send him in Tomorrow – **Jarlath O'Brien**
3. Embedded Formative Assessment – **Dylan Wiliam**
4. The Hidden Life of Learners – **Graham Nuthall**
5. The Little Big Book of the Brain – **Andrew Curran**
6. Oops – Helping Children to Learn Accidentally – **Hywel Roberts**
7. Teaching : Notes from the Frontline – **Debra Kidd**
8. Why Don't Students Like School? – **Daniel Willingham**
9. Visible Learning and the Science of how we Learn – **John Hattie and Greg Yates**
10. Full on Learning – **Zoe Elder**
11. The Essential Guide to Taking Care of Behaviour: Practical Skills for Teachers – **Paul Dix**
12. The Confident Teacher – **Alex Quigley**

English Teaching:-

1. The Secret of Literacy : Making the implicit, explicit – **David Didau**
2. Don't Call it Literacy! : What every teacher needs to know about speaking, listening and writing – **Geoff Barton**
3. Teach Now! English: Becoming a Great English Teacher – **Alex Quigley**
4. The English Language – **David Crystal**
5. 100 Ideas for Secondary Teachers: Outstanding English Lessons (100 Ideas for Teachers) by **AngellaCooze and Mary Myatt** (28 Aug 2014)
6. Teaching English, Language and Literacy by **Dominic Wyse, Russell Jones, Helen Bradford and Mary Anne Wolpert**

Science Teaching:-

1. Teach Now! Science : The Joy of Teaching Science – **Tom Sherrington**
2. Teaching Secondary Science : Constructing Meaning and Developing Understanding – **Janet McKechnie, Keith Ross and Liz Lakin**
3. Common misconceptions in Science by **Rosalind Driver et al.**
4. Making Sense of Secondary Science – **Rosalind Driver et al.**
5. A Brief History of Everything – **Bill Bryson**
6. How Science Works – **James Williams**
7. Language and Literacy in Science Education – **Jerry Wellington and Jonathan Osborne**

Mathematics Teaching:-

1. The Elephant in the Classroom : Helping Children Learn and Love Maths – **Jo Boaler**
2. How to Solve it – **G. Polya**
3. Learning Mathematics through Inquiry – **RafaellaBorasi**

4. The Perfect Maths Lesson by **Ian Loynd and Jackie Beere**
5. 100 Ideas for Secondary Teachers: Outstanding Mathematics Lessons (100 Ideas for Teachers) by **Mike Ollerton**
6. A Mind for Numbers: How to Excel and Maths and Science – **Barbara Oakley**

MFL Teaching:-

1. Learning to Teach Foreign Languages in the Secondary School: A companion to school experience (Learning to Teach – **Norbert Pachler, Michael Evans, Ana Redondo and Linda Fishera**
2. How Languages are Learned (4th Edition) – **Patsy Lightbown and Nina Spada**
3. Fluent Forever: How to Learn Any Language Fast and Never Forget it – **Gabriel Wyner**

See also http://www.education.gov.uk/ta-assets/~media/get_into_teaching/resources/subjects_age_groups/mfl_language_resources.pdf

Design & Technology Teaching:-

Design and Technology teaching is currently being reviewed in line with new specifications – the best source of up to date reading is through the Professional Association which will keep you up to date with changes and ideas – **see the list of PA's below.**

History Teaching:-

1. The association of school and college leaders: Assessment in History <http://www.ascl.org.uk/help-and-advice/guidance-papers/ascl-guidance-paper-progression-and-assessment-in-history.html>
2. The Guided Reader to Teaching and Learning History – **Harris et al**

Geography Teaching:-

1. Learning Through Enquiry: Making Sense of Geography in the KS3 Classroom – **Margaret Roberts**
2. Thinking Through Geography – **David Leat**
3. Learning to teach Geography in the Secondary School – **David Balderstone**
4. The Secondary Geography Handbook – <http://www.geography.org.uk/cpdevents/curriculum/secondaryhandbook/>

Art & Design Teaching:-

1. The Arts Teacher's Survival Guide for Secondary Schools – **Helen Hulme**
2. The Art and Design Teacher's Handbook – **Susie Hodge**

Professional Bodies:-

All of these organisations will point you in the direction of valuable information, resources and contacts for your subject. They're an important part of your ongoing professional development.

- **Nsead** – The National Society for Education in Art and Design

- **NATE** – The National Association for Teachers of English
- **ASE** – The Association for Science Education
- **ALL** – The Association for Language Learning
- **ATM** – The Association of Teachers of Mathematics
- **DATA** – Design & Technology Association
- **CSTA** – The Computer Science Teachers Association
- **The Historical Association** – The voice of History
- **Royal Historical Society** – Working for history and historians
- **GA** – Geographical Association

Blogs:-

The Following were the Top 10 blogs recommended for teachers by The Guardian in 2013.

<http://www.theguardian.com/teacher-network/2014/dec/30/top-10-blogs-guardian-teacher-network-2014>

Twitter is a great source of CPD and professional networking. Do join. Here are some top tips:-

1. I blog and tweet in my own name @debrakidd, but some teachers choose to set up an anonymous account to protect themselves from prying parents and children. If you do choose to be anonymous, remain professional and take care not to use your anonymity to attack others. It could be very embarrassing for you if your identity was exposed.
2. Keep up to date with policy announcements by following the DfE @educationgovuk and Ofsted @Ofstednews. The Local Schools Network is also good for keeping you up to date with the latest education news @localschools_uk
3. Many tweeters also blog – see The Guardian link above. Do link to their blogs, they are a useful resource and often more up to date than books. Follow @ProfCoe for ed research; @teachertoolkit for resources on planning and general education news; @huntingenglish for English teaching resources and news; @thatiangilbert for thought provoking education news and resources; @marymyatt for the Ofsted Inspectors point of view and also because she links to other great blogs; @A_Weatherall for science news; @josepicardoSHS to link to MFL and technology news; @srcav and @inquirymaths for Maths teaching updates. Watch who they interact with and follow them.
4. Don't hesitate to ask questions and engage in conversations on twitter. Some people are bullish. Don't let them upset you. You'll soon know who to avoid and who to engage with and once you do, you'll have a fountain of assistance and support at hand.
5. Look out for conferences promoted through twitter that are cheap and about connecting and taking control of your profession. Look for Northern Rocks (I organize this one!), ResearchEd, The Sunday Times Festival of Education. All well priced and featuring some of the biggest names in education.

Section 10 - Appendix

10.1.1 Autumn Term: September - December 2016/2017

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 1					
Monday					
Tuesday					
Wednesday					
Thursday	School-based tasks – placement A1				
Friday	Induction at centre – at Buile Hill Visual Arts College	See Induction Programme with the SCITT Director		Complete trainee induction survey	

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 2					
Monday	School-based tasks – placement A1				
Tuesday	School-based tasks – placement A1				
Wednesday	School-based tasks – placement A1			Mentor Training at BHVAC	
Thursday	Induction at centre – at Future Skills	See Induction Programme with Debra Kidd			
Friday	Centre-based training – at Future Skills	Effective behaviour management with Debra Kidd			

Week 3		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	12.09.16	School-based tasks – placement A1			SCITT Board	
Tuesday	13.09.16	School-based tasks – placement A1				
Wednesday	14.09.16	School-based tasks – placement A1				
Thursday	15.09.16	School-based tasks – placement A1				
Friday	16.09.16	Subject specific training – At relevant Schools	Reflective planning and assessment. Key issues in teaching (relevant to subject area)			

Week 4		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	19.09.16	School-based tasks – placement A1				
Tuesday	20.09.16	School-based tasks – placement A1			Steering group meeting - review development plan at BHVAC	
Wednesday	21.09.16	School-based tasks – placement A1				
Thursday	22.09.16	School-based tasks – placement A1				
Friday	23.09.16	Centre-based training – at Future Skills	Curriculum 2015 and Beyond Life after Levels Pastoral & wider curriculum. British Values with Sue Dean, Greg Davies and Anna Sillitoe			

Week 5		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	26.09.16	School-based tasks - placement A1				
Tuesday	27.09.16	School-based tasks - placement A1				
Wednesday	28.09.16	School-based tasks - placement A1				
Thursday	29.09.16	School-based tasks - placement A1				UCAS Opens for applications
Friday	30.09.16	University based training - MMU Brooks Building 10am until 3pm	Induction day Introduction to the Programme including Library session, student services, Master's level writing, assignments with a particular focus on the Current Issues Assignment.			

Week 6		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	03.10.16	School-based tasks - placement A1		Deadline date for Draft Current Issues to be submitted electronically via Turnitin to MMU		
Tuesday	04.10.16	School-based tasks - placement A1				
Wednesday	05.10.16	School-based tasks - placement A1				
Thursday	06.10.16	School-based tasks - placement A1				
Friday	07.10.16	Centre-based training - at Future Skills	Providing challenge: matching work to individuals' needs with Debra Kidd			

Week 7		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	10.10.16	School-based tasks – placement A1				
Tuesday	11.10.16	School-based tasks – placement A1				
Wednesday	12.10.16	School-based tasks – placement A1				
Thursday	13.10.16	School-based tasks – placement A1				
Friday	14.10.16	Subject specific training – At Relevant Schools	Progression between the key stages. Differentiation within subject – lower ability students			

Week 8		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	17.10.16	School-based tasks – placement A1				
Tuesday	18.10.16	School-based tasks – placement A1				
Wednesday	19.10.16	School-based tasks – placement A1			MMU SCITT Network Meeting – Review and update of programme to be attended by SCITT leaders, MMU tutors, mentors Venue: Holmes Chapel Time: 3pm	
Thursday	20.10.16	University based training - MMU Brooks Building 10am until 3pm	Session 2 Current Issues in Education am Group tutorials pm			
Friday	21.10.16	Centre-based training - at Beacon Centre	Understanding SEN needs and how to differentiate successfully with Martin Hanbury			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 9					
Monday	School-based tasks – placement A1				
Tuesday	School-based tasks – placement A1				
Wednesday	School-based tasks – placement A1				
Thursday	School-based tasks – placement A1				
Friday	Centre-based training - at Future Skills	SEN in a mainstream School with Madeline Metcalfe			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 10					
	Review Point 1 triangulation meeting				
Monday	School-based tasks – placement A1				
Tuesday	School-based tasks – placement A1				
Wednesday	School-based tasks – placement A1				
Thursday	School-based tasks – placement A1				
Friday	Centre-based training – at Future Skills	Teaching phonics and literacy at Future Skills with Kirsty Carvell and Julie Sutcliffe/ Natalie Eccles Evidencing Standards			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 11	Review Point 1 meetings. During this week trainees are required to observe whole school numeracy & Literacy in placement Schools				
Monday	School-based tasks - placement A1				
Tuesday	School-based tasks - placement A1				
Wednesday	School-based tasks - placement A1				
Thursday	School-based tasks - placement A1				
Friday	Review Point 1 at BHVAC	Review Point 1 by appointment		Review Point 1 survey complete	

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 12	Enhancement placement				
Monday	Enhancement placement 1				
Tuesday	Enhancement placement 1				
Wednesday	Enhancement placement 1			Steering group	
Thursday	Enhancement placement 1				
Friday	Enhancement placement 1				

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 13	Enhancement placement				
Monday	Enhancement placement 2				
Tuesday	Enhancement placement 2				
Wednesday	Enhancement placement 2			Placement B Mentor Training at BHVAC 3.45pm – 4.45pm	
Thursday	Enhancement placement 2				
Friday	Enhancement placement 2				

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 14					
Monday	School-based tasks placement B			SCITT Board	
Tuesday	School-based tasks placement B				
Wednesday	School-based tasks placement B				
Thursday	University based training - MMU Brooks Building 10am until 3pm	Session 3 Workshop session with a focus on Current Issues Brooks – 10am until 3pm			
Friday	School-based tasks placement B				

Week 15		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	12.12.16	School-based tasks - placement B				
Tuesday	13.12.16	School-based tasks - placement B				
Wednesday	14.12.16	School-based tasks - placement B				
Thursday	15.12.16	School-based tasks - placement B				
Friday	16.12.16	Centre-based training - Future Skills	In the inclusive classroom with Debra Kidd Reflection on Enhancement Placement and Placement A			

Week 16		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	19.12.16	School-based tasks - placement B				
Tuesday	20.12.16	School-based tasks - placement B				
Wednesday	21.12.16	School-based tasks - placement B				
Thursday	22.12.16	School-based tasks - placement B				
Friday	23.12.16	School-based tasks - placement B				

Break up for Christmas

10.1.2 Spring Term: January - April 2016/2017

Week 17		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	9.01.17	School-based tasks – placement B				
Tuesday	10.01.17	School-based tasks – placement B				
Wednesday	11.01.17	School-based tasks – placement B				
Thursday	12.10.17	School-based tasks – placement B				
Friday	13.01.17	Centre-based training – at Future Skills	Assessment for Learning Peer Assessment of Folders Planning – issues/questions Evidencing Standards with the SCITT Director			

Week 18		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	16.01.17	School-based tasks – placement B				
Tuesday	17.01.17	School-based tasks – placement B				
Wednesday	18.01.17	School-based tasks – placement B				
Thursday	19.01.17	School-based tasks – placement B				
Friday	20.01.17	Centre-based training - at Future skills	Stretch & challenge with Debra Kidd			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 19					
Monday	School-based tasks – placement B				
Tuesday	School-based tasks – placement B			Scitt Director to catch up with individual mentors during observations	
Wednesday	School-based tasks – placement B				
Thursday	School-based tasks – placement B				
Friday	Centre-based training - at one of the PRU's	The use of alternative provision in education (PRU Placement)			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 20					
Monday	School-based tasks – placement B		Deadline date for Current Issues Part 2 Assignment		
Tuesday	School-based tasks – placement B				
Wednesday	School-based tasks – placement B				
Thursday	School-based tasks – placement B				
Friday	University based training - MMU Brooks Building 10am until 3pm	Session 4 Workshop session with a focus on Pedagogy in Practice unit Brooks – 10am until 3pm			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 21					
Monday	School-based tasks – placement B				
Tuesday	School-based tasks – placement B				
Wednesday	School-based tasks – placement B				
Thursday	School-based tasks – placement B			MMU SCITT Network Meeting – Review and update of programme to be attended by SCITT leaders; MMU tutors, mentors Venue: Kingsbridge Time 3pm	
Friday	Subject Specific Training - at relevant schools	Subject specific training - Differentiation to ensure progress of more able students			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 22					
	Review Point 2 Meetings				
Monday	School-based tasks – placement B				
Tuesday	School-based tasks – placement B				
Wednesday	School-based tasks – placement B				
Thursday	School-based tasks – placement B				
Friday	Review Point 2 - at Buile Hill Visual Arts College	Review Point 2 by appointment	Review Point 2	Review Point 2 survey complete	

Week 23		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	27.02.17	Enhancement placement 3				
Tuesday	28.02.17	Enhancement placement 3				
Wednesday	01.03.17	Enhancement placement 3				
Thursday	02.03.17	Enhancement placement 3				
Friday	03.03.17	Centre-based training – at future skills	Strategic curriculum planning and development. Pedagogy in Practice with Debra Kidd			

Week 24		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	06.03.17	School-based tasks – placement A2	w/c 6 March MMU - Individual/Group tutorials for BHVAC students			
Tuesday	07.03.17	School-based tasks – placement A2				
Wednesday	08.03.17	School-based tasks – placement A2				
Thursday	09.03.17	School-based tasks – placement A2				
Friday	10.03.17	Centre-based training – BHVAC	Mock Interviews (by appointment)			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 25					
Monday	School-based tasks – placement A2				
Tuesday	School-based tasks – placement A2			Mentor training Placement A2 – moderate trainee progress to targets at BHVAC	
Wednesday	School-based tasks – placement A2				
Thursday	School-based tasks – placement A2				
Friday	Subject Specific Training - at relevant schools	Subject specific training – Key Stage 3 & 4 – Changes to the curriculum			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 26					
Monday	School-based tasks – placement A2			SCITT Board	
Tuesday	School-based tasks – placement A2				
Wednesday	School-based tasks – placement A2				
Thursday	School-based tasks – placement A2				
Friday	Centre-based training – Future Skills	Ensuring progress of pupils with EMTAS – Natalie Stables			

10.1.3 Summer Term: May - July 2016/2017

Week 27		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Review Point 3 meetings						
Monday	27.03.17	School-based tasks – placement A2				
Tuesday	28.03.17	School-based tasks – placement A2			Meeting with professional & subject mentors at BHVAC at 3.30pm – 4.30pm	
Wednesday	29.03.17	School-based tasks – placement A2				
Thursday	30.03.17	School-based tasks – placement A2	Review Point 3 – Via Submission no meeting required for this Review	Review Point 3	Review Point 3 survey complete	
Friday	31.03.17	Centre-based training – Future Skills	Attachment Awareness with Dr Lindsay Kay			

Break up for Easter

Week 28		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
EASTER MONDAY						
Monday	17.04.17	EASTER MONDAY				
Tuesday	18.04.17	School-based tasks – placement A2				
Wednesday	19.04.17	School-based tasks – placement A2				
Thursday	20.04.17	School-based tasks – placement A2				
Friday	21.04.17	Centre-based training – at Future Skills	Introduction to Personal Enhancement Placement. Peer Assessment of folders With the SCITT Director			

Week 29		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	24.04.17	School-based tasks – placement A2		Deadline date for Pedagogy in Practice submission		
Tuesday	25.04.17	School-based tasks – placement A2			MMU SCITT Network Meeting – Review and update of programme to be attended by SCITT leaders, MMU tutors, mentors Cheadle Hulme TBC Time 3pm	
Wednesday	26.04.17	School-based tasks – placement A2				
Thursday	27.04.17	School-based tasks – placement A2				
Friday	28.04.17	Centre-based training – at Future Skills	Aspects of leadership with James Inman A successful NQT year with NQTs			

Week 30		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	01.05.17	BANK HOLIDAY				
Tuesday	02.05.17	School-based tasks – placement A2			Steering group meeting at BHVAC	
Wednesday	03.05.17	School-based tasks – placement A2				
Thursday	04.05.17	School-based tasks – placement A2				
Friday	05.05.17	Subject specific Training – at relevant Schools	Subject specific training – Formative and Summative Assessment to support pupil progress			

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 31					
Monday	School-based tasks – placement A2			External Examiner Visit	
Tuesday	School-based tasks – placement A2			External Examiner Visit	
Wednesday	School-based tasks – placement A2			External Examiner Visit	
Thursday	School-based tasks – placement A2				
Friday	Centre-based training – at Future Skills	Student Voice with External Examiner Rob Mason		External Examiner Visit – Trainee Voice Meeting at Future Skills	

	Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 32	Review Point 4 meetings				
Monday	School-based tasks – placement A2			External Examiner visit – feedback	
Tuesday	School-based tasks – placement A2				
Wednesday	School-based tasks – placement A2				
Thursday	School-based tasks – placement A2				
Friday	Review Point 4 at BHVAC	Review Point 4 by appointment Review Point 4	Review Point 4	Review Point 4 survey complete	

		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 33						
Monday	22.05.17	Personal Enhancement Placement				
Tuesday	23.05.17	Personal Enhancement Placement				
Wednesday	24.05.17	Personal Enhancement Placement				
Thursday	25.05.17	Personal Enhancement Placement				
Friday	26.05.17	Personal Enhancement Placement				

		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Week 34						
Monday	05.06.17	Personal Enhancement Placement				
Tuesday	06.06.17	Personal Enhancement Placement				
Wednesday	07.06.17	Personal Enhancement Placement				
Thursday	08.06.17	Personal Enhancement Placement				
Friday	09.06.17	Personal Enhancement Placement				

Week 35		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	12.06.17	Personal Enhancement Placement			SCITT Board	
Tuesday	13.06.17	Personal Enhancement Placement				
Wednesday	14.06.17	Personal Enhancement Placement				
Thursday	15.06.17	Personal Enhancement Placement				
Friday	16.06.17	Personal Enhancement Placement				

Week 36		Training Activity	Professional Issues Session	Assessment	Quality Assurance	Recruitment
Monday	19.06.17	Placement extension (if required)				
Tuesday	20.06.17	Placement extension (if required)				
Wednesday	21.06.17	Placement extension (if required)				
Thursday	22.06.17	Placement extension (if required)			Final Assessment board – at BHVAC	
Friday	23.06.17	Graduation				

End of Scitt Course

10.2 Mentor Meeting Record

Weekly mentor meeting record	Date
Summary of training activities for the previous week and progress made against targets set:	Standards:
Pupil Progress and evidence:	Standards:
Targets and training activities for this week:	Standards:
Summary of points from professional issues discussion:	Standards:
Signed	(mentor) (trainee)

10.3 Observation of Learning - Trainees

Date	Class	Period	Subject
Quality of learning		Because....	
Additional notes			

10.4 Observation of Learning - Mentors

Lesson observation form			
Trainee name	Date	Class/group	Observer(name/role)
(Cause) As a result of.....		(Effect) The students....	
Strengths	Areas for development	Actions	
Standards:	Standards:	Standards:	
Summary comments:			
Signed (Observer)		(Trainee)	

10.5 Timetable Proforma

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

Trainee name:
Placement School:

10.6 Review Point Documentation

Review Point 1: Buile Hill Visual Arts College SCITT

Trainee name:

Subject:

Subject Mentor name:

Professional Mentor name:

Placement A1 School name:

SCITT Director name:

Part A Deadline - Deadline - Friday 9th September 2016 (email a copy to your Subject Mentor, Professional Mentor and Programme Administrator)

To be completed after induction week bearing in mind previous experience and strengths identified so far.

	Standards
1. Completed by the trainee - summarise experiences prior to starting the course that can be used as evidence towards the Standards. eg. School experience, teaching experience, development of your subject knowledge.	
2. Completed by the trainee - summarise significant experiences gained during the first two induction weeks of the course.	
3. Completed by the subject mentor – identify the strengths and areas for development for the trainee, making reference to prior experience and work completed over the two induction weeks.	
4. Completed by the trainee – in discussion with your subject mentor, identify 3 areas for development that will frame your first weekly set of targets. In addition, consider your training needs in relation to addressing the areas for development. Areas for development for Placement A1 (maximum of 3) Training needs	

Part B Deadline - eadline – Friday 18th November 2016 (email a copy to your Subject Mentor, Professional Mentor and Programme Administrator)

To be completed before the triangulation meeting with Subject Mentor and Professional Mentor, it should be completed in conjunction with the Standards Tracking Document. The evidence should be taken from the trainee's Reflective Journal and Portfolio of Evidence.

Summary report of trainees' progress
Contextual description of Placement A1 Include description of the school and department, the trainee's timetable and any adjustments, number of lessons taught, the subjects and age ranges included.
School Coordinator's report of trainee's overall development during Placement A1 Include reference to Standards met and trainee engagement with school-based training.
Subject Mentor's report of trainee's overall development during Placement A1 Include reference to Standards met and trainee engagement with school-based training.
Standard specific report of trainees' progress
S1 - Set high expectations which inspire, motivate and challenge pupils. Trainee report Subject mentor report – including reasons for grading within this standard and future areas for development
S2 - Promote good progress and outcomes by pupils. Trainee report Subject mentor report – including reasons for grading within this standard and future areas for development

S3 - Demonstrate good subject and curriculum knowledge.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S4 - Plan and teach well structured lessons.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S5 - Adapt teaching to respond to the strengths and needs of all pupils.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S6 - Make accurate and productive use of assessment.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S7 - Manage behaviour effectively to ensure a good and safe learning environment.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S8 - Fulfil wider professional responsibilities.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

Part Two: Personal and professional conduct

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

Record of course requirements – to be completed by the Subject Mentor	
Has the trainee met the attendance requirements?	
Has the trainee completed the assignments?	
Has the trainee maintained their subject knowledge audit?	
Has the trainee met the Professional Issues requirements?	
Has the trainee maintained a Reflective Journal?	
Has the trainee maintained a Portfolio of Evidence?	

Summary of trainee development during Placement B – to be completed by the Subject Mentor during the triangulation meeting.	
Bearing in mind the Standards Tracking Document, indicate the current grading of the trainee (Insufficient Evidence (9), Not Meeting the Minimum Requirements for QTS (4), Meeting the Minimum Requirements for QTS (3), Good (2), Outstanding (1).	
Summarise 3 areas of strength developed during Placement A1.	
Summarise a maximum of 3 areas for development that will frame your transition to Placement B.	

Signatures – date of triangulation meeting	
Trainee	
Subject Mentor	
School Coordinator	

S2 - Promote good progress and outcomes by pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S3 - Demonstrate good subject and curriculum knowledge.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S4 - Plan and teach well structured lessons.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S5 - Adapt teaching to respond to the strengths and needs of all pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S6 - Make accurate and productive use of assessment.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S7 - Manage behaviour effectively to ensure a good and safe learning environment.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S8 - Fulfil wider professional responsibilities.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

Part Two: Personal and professional conduct

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

Record of course requirements - to be completed by the Subject Mentor

Has the trainee met the attendance requirements?

Has the trainee completed the assignments?

Has the trainee maintained their subject knowledge audit?

Has the trainee met the Professional Issues requirements?

Has the trainee maintained a Reflective Journal?

Has the trainee maintained a Portfolio of Evidence?

Summary of trainee development during Placement B - to be completed by the Centre Coordinator during the triangulation meeting.

Bearing in mind the Standards Tracking Document, indicate the current grading of the trainee (Insufficient Evidence (9), Not Meeting the Minimum Requirements for QTS (4), Meeting the Minimum Requirements for QTS (3), Good (2), Outstanding (1).

Summarise 3 areas of strength developed during Placement B.

Summarise a maximum of 3 areas for development that will frame your transition to Placement A2.

Signatures – date of triangulation meeting	
Trainee	
Subject Mentor	
Professional Mentor	

Review Point 3: Buile Hill Visual Arts College SCITT

Trainee name:

Subject:

Subject Mentor name:

Professional Mentor name:

Placement A2 School name:

SCITT Director name:

Deadline – Thursday 30th March 2017 (email a copy to your Subject Mentor, Professional Mentor and Programme Administrator)

To be completed before the triangulation meeting with Subject Mentor and Professional Mentor it should be completed in conjunction with the Standards Tracking Document. The evidence should be taken from the trainee's Reflective Journal and Portfolio of Evidence.

<p>Summary report of trainees' progress</p> <p>Contextual description of Placement A2 Include description of the school and department, the trainee's timetable and any adjustments, number of lessons taught, the subjects and age ranges included.</p>
<p>Professional Mentor's report of trainee's overall development during Placement A2 Include reference to Standards met and trainee engagement with school-based training.</p>
<p>Subject Mentor's report of trainee's overall development during Placement A2 Include reference to Standards met and trainee engagement with school-based training.</p>

Standard specific report of trainees' progress

S1 - Set high expectations which inspire, motivate and challenge pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S2 - Promote good progress and outcomes by pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S3 - Demonstrate good subject and curriculum knowledge.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S4 - Plan and teach well structured lessons.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S5 - Adapt teaching to respond to the strengths and needs of all pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S6 - Make accurate and productive use of assessment.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S7 - Manage behaviour effectively to ensure a good and safe learning environment.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S8 - Fulfil wider professional responsibilities.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

Part Two: Personal and professional conduct

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

Record of course requirements - to be completed by the Subject Mentor	
Has the trainee met the attendance requirements?	
Has the trainee completed the assignments?	
Has the trainee maintained their subject knowledge audit?	
Has the trainee met the Professional Issues requirements?	
Has the trainee maintained a Reflective Journal?	
Has the trainee maintained a Portfolio of Evidence?	

Summary of trainee development during Placement A2 – to be completed by the Subject Mentor during the triangulation meeting.	
Bearing in mind the Standards Tracking Document, indicate the current grading of the trainee (Insufficient Evidence (9), Not Meeting the Minimum Requirements for QTS (4), Meeting the Minimum Requirements for QTS (3), Good (2), Outstanding (1).	
Summarise 3 areas of strength developed so far during Placement A2.	
Summarise a maximum of 3 areas for development that will frame your transition to the final phase of Placement A2.	

Signatures – date of triangulation meeting	
Trainee	
Subject Mentor	
Professional Mentor	

Review Point 4: Buile Hill and Salford City College SCITT

Trainee name: _____ Subject: _____
 Subject Mentor name: _____ Professional Mentor name: _____
 Placement A2 School name: _____ SCITT Director name: _____

Deadline – Friday 19th May 2017 (email a copy to your Subject Mentor, Professional Mentor and Programme Administrator)

To be completed before the triangulation meeting with Subject Mentor and Professional Mentor it should be completed in conjunction with the Standards Tracking Document. The evidence should be taken from the trainee’s Reflective Journal and Portfolio of Evidence.

Summary report of trainees’ progress
<p>Contextual description of Placement A2 Include description of the school and department, the trainee’s timetable and any adjustments, number of lessons taught, the subjects and age ranges included.</p>
<p>Professional Mentor’s report of trainee’s overall development during Placement A2 Include reference to Standards met and trainee engagement with school-based training.</p>

Subject Mentor's report of trainee's overall development during Placement A2

Include reference to Standards met and trainee engagement with school-based training.

Standard specific report of trainees' progress

S1 - Set high expectations which inspire, motivate and challenge pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S2 - Promote good progress and outcomes by pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S3 - Demonstrate good subject and curriculum knowledge.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S4 - Plan and teach well structured lessons.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S5 - Adapt teaching to respond to the strengths and needs of all pupils.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S6 - Make accurate and productive use of assessment.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

S7 - Manage behaviour effectively to ensure a good and safe learning environment.

Trainee report

Subject mentor report – including reasons for grading within this standard and future areas for development

S8 - Fulfil wider professional responsibilities.

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

Part Two: Personal and professional conduct

Trainee report

Subject mentor report - including reasons for grading within this standard and future areas for development

Record of course requirements - to be completed by the Subject Mentor	
Has the trainee met the attendance requirements?	
Has the trainee completed the assignments?	
Has the trainee maintained their subject knowledge audit?	
Has the trainee met the Professional Issues requirements?	
Has the trainee maintained a Reflective Journal?	
Has the trainee maintained a Portfolio of Evidence?	

Summary of trainee development during Placement A2 – to be completed by the Subject Mentor during the triangulation meeting.	
Bearing in mind the Standards Tracking Document, indicate the current grading of the trainee (Insufficient Evidence (9), Not Meeting the Minimum Requirements for QTS (4), Meeting the Minimum Requirements for QTS (3), Good (2), Outstanding (1)).	
Summarise 3 areas of strength developed so far during Placement A2.	
Summarise a maximum of 3 areas for development that will frame your transition to the final phase of Placement A2.	

Signatures – date of triangulation meeting	
Trainee	
Subject Mentor	
Professional Mentor	

Trainee Review Points

The Teachers' Standards states that:

'Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of [qualified teacher status (QTS)].'

There are four main review points throughout the year. Trainees' progress towards meeting the Standards is formally reviewed in November, February, April and June. However, at the end of the induction week trainees will complete Part A of their Review 1. This is discussed with the Subject Mentor by trainees enabling early targets to be focused bearing in mind trainees previous experience, strengths and subject knowledge audit.

Review points 1, 2 and 4 will involve a joint observation by the subject mentor and SCITT Director, this will be followed by a meeting with the trainee. The Professional Mentor will also observe the trainee as part of the review process. During this meeting the trainees' progress towards meeting the Standards will be discussed in detail. The review point documentation should be completed prior to the meeting and signed during the meeting. This will involve a review of the Subject Knowledge Audit, evidence in the trainee Portfolio of Evidence, the Standards Tracking Document. Targets, linked to the Standards, will be set based on the information gathered in the meetings. The Professional Mentor, Subject Mentor and trainee will add their comments to the report.

Review point 3 is an interim assessment carried out by the Subject Mentor and Professional Mentor. It is followed up by a tutorial meeting but there is no joint observation. There will be no Review meeting held with the SCITT Director for Review 3 but all documentation must still be submitted.

Review point 4 follows a similar pattern of events to review points 1 and 2 but culminates in final assessment. The evidence against each of the Standards is reviewed thoroughly and rigorously.

At each of the review points a trainee will be given a **grade for progress towards meeting the Standards**. A grade for **attainment** will not be given until the trainee has been judged to have met all of the standards for QTS. If trainees meet all of the Standards before the end of the course, they will be given a grade for attainment in line with the OfSTED grade descriptors in the ITE inspection handbook.

The trainee reviews will include criteria for each progress grade and also attainment grades.

The tutorials at review points 1, 2 and 3 also include feedback on the three written assignments.

The Trainees report from each review point is shared with the Subject Mentor for the next placement, prior to the start of the placement . This is to enable the 'new' mentor to be fully aware of the trainees' progress towards the standards, strengths and targets for development.

10.7 Subject Knowledge Audit

The subject knowledge of a teacher is the subject specific information, concepts, processes and skills that they possess. Teachers should understand the different strategies available for teaching the different concepts. As the trainees progress through the course they should maintain a subject knowledge audit. The purpose of this is to identify strengths and areas for development of subject knowledge. As topics are planned they should be listed within the audit and trainees should consider whether they need to seek additional support before delivering the specific topics. To be competent within a topic, a teacher should be able to answer pupils' questions securely. Subject knowledge is assessed within the Teaching Standards (S3) and a trainee's developing subject knowledge audit will be assessed formatively during weekly mentor meeting in light of their planning, as well as contributing to the summative assessment at review points.

Previous experiences that will inform a trainee's subject knowledge	
1. Degree classification, subject and modules involved	
2. Relevant qualifications prior to degree	
3. Relevant experience since degree	

* Rate this section using one of the following:-

A. I am fully competent and can teach this topic.

B. I understand this topic but require some additional support before teaching it.

C. I don't understand this topic and require support before teaching it.

Topic	Subject Knowledge Audit *	Training plan How will you improve your subject knowledge?	Evaluation How did the lesson go? And what could you do differently next time?

10.8 Recommended Reading List

The following list consists of books you'll find useful in your teaching. There are also lists of blogs to keep up to date with and useful professional organisations.

Essential Reading List:-

1. Mindsets : The New Psychology of Success – Carol Dweck.
2. What's the Point of School? – Guy Claxton
3. Embedded Formative Assessment – Dylan Wiliam
4. The Hidden Life of Learners - Graham Nuthall
5. The Little Big Book of the Brain – Andrew Curran
6. Oops – Helping Children to Learn Accidentally – Hywel Roberts
7. Teaching: Notes from the Frontline – Debra Kidd
8. Why Don't Students Like School? – Daniel Willingham
9. Visible Learning and the Science of how we Learn – John Hattie and Greg Yates
10. Full on Learning – Zoe Elder.
11. The Essential Guide to Taking Care of Behaviour: Practical Skills for Teachers – Paul Dix
12. Punk Learning : Never Mind the Inspectors – Tait Coles
13. Self-propelled learning and effective teaching: Inspiring lifelong learners – Julie Price-Grimshaw

English Teaching:-

The Secret of Literacy: Making the implicit, explicit – David Didau

Don't Call it Literacy!: What every teacher needs to know about speaking, listening and writing – Geoff Barton

Teach Now! English: Becoming a Great English Teacher – Alex Quigley

The English Language – David Crystal

100 Ideas for Secondary Teachers: Outstanding English Lessons (100 Ideas for Teachers) by Angella Cooze and Mary Myatt (28 Aug 2014)

Teaching English, Language and Literacy by Dominic Wyse, Russell Jones, Helen Bradford and Mary Anne Wolpert

Science Teaching:-

Teach Now! Science: The Joy of Teaching Science – Tom Sherrington

Teaching Secondary Science: Constructing Meaning and Developing Understanding – Janet McKechnie, Keith Ross and Liz Lakin

Common misconceptions in Science by Rosalind Driver et al.

Making Sense of Secondary Science by Rosalind Driver et al.

A Brief History of Everything Bill Bryson

How Science Works James Williams

Language and Literacy in Science Education Jerry Wellington and Jonathan Osborne

Mathematics Teaching:-

The Elephant in the Classroom : Helping Children Learn and Love MathsJo Boaler

How to Solve it G. Polya

Learning Mathematics through InquiryRafaellaBorasi

The Perfect Maths Lesson by Ian Loynd and Jackie Beere

100 Ideas for Secondary Teachers: Outstanding Mathematics Lessons (100 Ideas for Teachers) by Mike Ollerton

A Mind for Numbers: How to Excel and Maths and Science :Barbara Oakley

MFL Teaching:-

Learning to Teach Foreign Languages in the Secondary School: A companion to school experience (Learning to Teach...Norbert Pachler, Michael Evans, Ana Redondo and Linda Fisher

How Languages are Learned (4th Edition) Patsy Lightbown and Nina Spada

Fluent Forever: How to Learn Any Language Fast and Never Forget it Gabriel Wyner

See also [http://www.education.gov.uk/ta-assets/~media/get_into_teaching/resources/subjects_age_groups/mfl_language_resources.pdf](http://www.education.gov.uk/ta-assets/~/media/get_into_teaching/resources/subjects_age_groups/mfl_language_resources.pdf)

Business Studies

The Advantage : Why Organisational Health Trumps Everything Else in Business. Patrick Lencioni

Drive Daniel Pink

Teaching Business Education 14-19 by Martin Jephcote and Ian Abbott

Professional Bodies:-

NATE – The National Association for Teachers of English

ASE – The Association for Science Education

ALL – The Association for Language Learning

ATM – The Association of Teachers of Mathematics

Blogs – The Following were the Top 10 blogs recommended for teachers by The Guardian in 2013.

<http://www.theguardian.com/teacher-network/teacher-blog/2013/dec/30/best-teacher-blogs-to-read-2013>

Twitter is a great source of CPD and professional networking. Do join. Here are some top tips:-

1. I blog and tweet in my own name @debrakidd, but some teachers choose to set up an anonymous account to protect themselves from prying parents and children. If you do choose to be anonymous, remain professional and take care not to use your anonymity to attack others. It could be very embarrassing for you if your identity was exposed.
2. Keep up to date with policy announcements by following the DfE @educationgovuk and Ofsted @Ofstednews. The Local Schools Network is also good for keeping you up to date with the latest education news @localschools_uk
3. Many tweeters also blog – see The Guardian link above. Do link to their blogs, they are a useful resource and often more up to date than books. Follow @ProfCoe for ed research; @teachertoolkit for resources on planning and general education news; @huntingenglish for English teaching resources and news; @thatiangilbert for thought provoking education news and resources; @marymyatt for the Ofsted Inspectors point of view and also because she links to other great blogs; @A_Weatherall for science news; @josepicardoSHS to link to MFL and technology news; @srcav and @inquiryaths for Maths teaching updates. Watch who they interact with and follow them.
4. Don't hesitate to ask questions and engage in conversations on twitter. Some people are bullish. Don't let them upset you. You'll soon know who to avoid and who to engage with and once you do, you'll have a fountain of assistance and support at hand.
5. Look out for conferences promoted through twitter that are cheap and about connecting and taking control of your profession. Look for Northern Rocks (I organize this one!), ResearchEd, The Sunday Times Festival of Education. All well priced and featuring some of the biggest names in education.

10.11 Weekly Reflective Journal

Date:
Weekly targets:
Professional Issues session focus:
Standards covered during this session:
REFLECTION, TARGET SETTING AND REVIEW
Summary of Learning Points from the week? (Including school based training and Professional Issues session – what have you tried out this week? What went well? Even better if?)
The techniques/strategies I am going to try? (no more than 3 per week)
How will I use the techniques/strategies?
Group(s) I am going to use the techniques/strategies with? (Why?)
Problems I may have and how I plan to resolve them?
Who can support me and how?
I am going to do less of ...

10.12 Standards Tracking Document

Guidance notes: Reaching a judgement about a trainee's attainment

- The standards provide a benchmark of the minimum requirements for recommendation for QTS that should be expected of trainee teachers.
- The Standard descriptors should be used formatively by those assessing trainees to help track progress against the Standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already meeting the Standard requirements at a 'high level for QTS'. The Standard descriptors describe the standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS.
- The Standard descriptors are to be used to assess the outcome grade for the trainee at relevant stages using a 'best fit' approach. However, all descriptors must be graded 3 (meeting the Standards at a minimum level for QTS) or higher by the conclusion of the training programme for the recommendation of the award of QTS and evidence against the descriptors commensurate with the grade must be provided at each assessed stage.
- Trainees who have **Insufficient Evidence (9)** as they have not yet had the opportunity to cover this standard, more likely to be used in the early stages of training.
- Trainees who have **Not Meeting the Minimum Requirement for QTS (4)** not working at a level which is meeting the Teacher's Standards
- Trainees who **Meeting the Minimum Requirements for QTS (3)** meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training, but their teaching over time is not yet good.
- Trainees who meet the Standards at a **Good (2)** level demonstrate excellent practice in some of the standards for teaching. Much of their teaching over time is good; some is outstanding.
- Trainees who meet the Standards at an **Outstanding (1)** level demonstrate excellent practice in the majority of the standards. Much of their teaching over time is outstanding and never less than consistently good.
- Using the descriptors throughout the programme inevitably means that some trainees are likely to attain lower grades in the early stages. **It is very important that trainees and mentors are clear that this is normal at the earlier stages of training.** However, this approach does provide an opportunity to map the trainee's progress, highlight priorities for professional development, support target setting and offer the trainee a clear opportunity to reach their potential.
- The 'how well does the trainee' questions below the descriptors should be used formatively as the basis of discussions related to trainee progress.

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.**

S1	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S1: Set high expectations which inspire, motivate and challenge pupils</p>	<p>a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.</p>	<p>Unable to establish a safe and stimulating environment to engage pupils' interest in learning.</p> <p>No mutual respect to enable pupils to accept and follow leadership and direction.</p> <p>Requires constant intervention of other professionals to assist in establishing and maintaining a safe and settled learning environment.</p>	<p>Is able to maintain a safe and stimulating environment that will engage and sustain pupils' interest and learning.</p> <p>Sufficient mutual respect established to allow for a range of approaches to learning and classroom organisation.</p> <p>Demonstrates understanding of strategies to maintain a purposeful and safe learning environment.</p>	<p>Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p>	<p>Uses innovative and creative approaches to establish a safe and stimulating environment that sustains pupils' interest in learning.</p> <p>Mutual respect allows a wide range of approaches to learning and classroom organisation.</p> <p>Able to demonstrate a wide range of strategies that are innovative and creative to set up and maintain a purposeful, safe learning environment.</p>	<p>Always effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show a positive impact on the conduct and behaviour of all pupils</p>
	<p>b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>	<p>Requires the persistent support of another professional to set goals that stretch and challenge pupils.</p>	<p>Can set goals that engage and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p>	<p>Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p>	<p>Sets goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p>	
	<p>c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Not able to demonstrate the positive attitudes, values and behaviour expected of pupils.</p>	<p>Is able to demonstrate the positive attitudes, values and behaviour expected of pupils.</p>	<p>Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all pupils</p>		

S2	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S2: Promote good progress and outcomes by pupils</p>	<p>a) Be accountable for pupils' attainment, progress and outcomes.</p>	<p>Unable to identify the impact of teaching on pupils' attainment, progress or outcomes and incapable of explaining how pupils have made progress. Not aware of school policy or practice.</p>	<p>Can evaluate and communicate the impact of teaching on learning outcomes for groups of pupils. Shows awareness of school policy and practice.</p>	<p>Communicates informed evaluation of the impact of teaching which highlights the attainment and progress of pupils in most lessons. Follows school policy and practice.</p>	<p>Systematic, in-depth evaluation of the impact of teaching, takes into account and informs the contributions of others acting in support and enables pupils to make progress in all areas of learning. Fully understands and is able to model school-level policy and practice and guide other professional colleagues such as teaching assistants. Provides examples of how sustained progression for all groups of learners has been secured.</p>	<p>Thorough and detailed understanding of the pupils' capabilities and prior learning drawn from and based on systematic use of focused assessment. Plans are differentiated/personalised. Identifies the personal progress and learning needs of each pupil. Pupils receive systematic and developmental feedback which enables them to identify and quantify attainment and contribute to longer-term target-setting.</p>
	<p>b) Plan teaching to build on pupils' capabilities and prior knowledge.</p>	<p>Planning not informed by assessment of pupils' capabilities and prior knowledge.</p>	<p>Broadly accurate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make progress.</p>	<p>Well informed about the pupils' capabilities and prior learning, drawing on focused assessment. Plans are carefully annotated to support progression.</p>	<p>Has developed a sound understanding of the pupils' progress and their emerging needs. Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.</p>	
	<p>c) Guide pupils to reflect on the progress they have made and their emerging needs.</p>	<p>Unable to identify pupils' progress No verbal/written feedback to prompt pupils to reflect on their learning and recognise what they need to do next.</p>	<p>Has an understanding of the progress and emerging needs of pupils. Can guide pupils to reflect on the progress they have made and their emerging needs.</p>	<p>Has developed a sound understanding of the pupils' progress and their emerging needs. Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.</p>	<p>Has developed a sound understanding of the pupils' progress and their emerging needs. Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.</p>	

S2	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S2: Promote good progress and outcomes by pupils</p>	<p>d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p>	<p>No awareness of how pupils learn. Not able to use targeted interventions to facilitate learning for all groups. Does not adapt teaching to respond to the strengths and needs of pupils.</p>	<p>Can demonstrate a knowledge and understanding of how pupils learn and how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. Can use targeted interventions to facilitate learning.</p>	<p>Has good knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. Able to use targeted interventions to facilitate learning for all groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.</p>	<p>Has detailed knowledge and understanding of how pupils learn and how to overcome potential barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. Consistently able to use well-targeted interventions to secure learning for all groups. Systematically and effectively checks learners' understanding, anticipating and enacting where intervention is needed.</p>	<p>Pupils' are motivated to meet high and challenging expectations for responsible and conscientious attitude to work and study.</p>
	<p>e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>Not making clear the expectations for the pupils' attitude to work.</p>	<p>Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.</p>	<p>Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils' responses.</p>	<p>Pupils' are motivated to meet high and challenging expectations for responsible and conscientious attitude to work and study.</p>	

S3	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S3: Demonstrate good subject and curriculum knowledge</p>	<p>a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p>	<p>Requires significant and constant support with subject and curriculum knowledge when planning lessons in order to meet the needs of their pupils. Unable to maintain any pupil interest due to lack of subject knowledge and inability to address misunderstandings.</p>	<p>Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum. Can maintain pupils' interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings.</p>	<p>Good level of subject and curriculum knowledge. Is able to foster and maintain increasing pupil interest in subject and curriculum area as well as addressing misunderstandings.</p>	<p>Highly confident and proficient in subject and curriculum knowledge. Is able to foster and maintain increasing pupil interest in the subject by teaching engaging teaching episodes/lessons and ensuring progression is made by all learners and addressing misunderstandings.</p>	<p>Highly confident and proficient in subject and curriculum knowledge. Is able to foster and maintain increasing pupil interest in the subject by teaching engaging teaching episodes/lessons and ensuring progression is made by all learners and addressing misunderstandings.</p>

S3	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S3: Demonstrate good subject and curriculum knowledge</p>	<p>b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p>		<p>Demonstrates no awareness of developments in the subject and curriculum areas. Unable to promote the value of scholarship.</p>	<p>Can demonstrate awareness of developments and changes in subject and curriculum areas. Promotes scholarship amongst pupils within subject and curriculum areas.</p>	<p>Demonstrates good awareness of developments and changes in subject and curriculum areas. Promotes scholarship and further study to all pupils within subject and curriculum areas.</p>	<p>Demonstrates a high level of awareness of developments in both subject and curriculum areas. Promotes high levels of scholarship and the value of further study to all pupils within their subject and curriculum area.</p>
	<p>c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>Has no understanding of strategies for promoting literacy, articulation and the correct use of standard English and hence limited or no ability to put these into practice.</p>	<p>Can demonstrate understanding of strategies for promoting high standards in literacy, articulation and the correct use of standard English.</p>	<p>Demonstrates an understanding of strategies for promoting high standards for literacy, articulation and the correct use of standard English and is able to use a range of strategies to put these into practice.</p>	<p>Demonstrates a well established and thorough understanding of strategies for promoting high standards for literacy, articulation and the correct use of standard English and is able to use a wide range of strategies to put these into practice.</p>	
	<p>d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p>	<p>Has no understanding of the role of systematic synthetic phonics in the teaching of early reading and hence limited or no success in doing this.</p>	<p>Can demonstrate understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.</p>	<p>Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.</p>	<p>Demonstrates a thorough understanding of the role systematic synthetic phonics in the teaching of early reading and applies this knowledge to provide engaging and challenging learning opportunities to develop pupils' reading skills over time.</p>	
	<p>e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>Has no understanding of strategies for the teaching of early mathematics and hence limited or no success in doing this.</p>	<p>Can demonstrate an understanding of early mathematics and appropriate teaching strategies. Applies this knowledge to devise appropriate learning opportunities to support pupils' developing mathematical skills with some success.</p>	<p>Demonstrates a good understanding of strategies for the teaching of early mathematics. Increasingly applies this knowledge well to prepare and deliver engaging and challenging learning opportunities to develop pupils' mathematical skills.</p>	<p>Demonstrates a thorough understanding of strategies for the teaching of early mathematics. Consistently applies this knowledge to prepare and deliver engaging and challenging learning opportunities to develop pupils' mathematical skills over time.</p>	

S4	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S4: Plan and Teach well structured Lessons</p>	<p>a) Impart knowledge and develop understanding through effective use of lesson time.</p>		<p>Shows no effective use of time and pacing. Lacks confidence to adapt learning as the needs arises. Pupils are over or under challenged.</p>	<p>Can maintain the pace of the learning and the ability to respond flexibly to events. Can adapt teaching in order to respond to the needs of pupils.</p>	<p>Knowledge is imparted through good lessons where pace is maintained and shows effective use of time.</p>	<p>Knowledge is imparted through excellent lessons where pace is maintained and shows effective use of time promoting high levels of commitment to learning.</p>
	<p>b) Promote a love of learning and children's intellectual curiosity.</p>		<p>Does not take into account pupils' responses and shows no evidence of being able to develop and expand on their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity</p>	<p>Can employ teaching strategies and resources, which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity.</p>	<p>Interactions are planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations. Willing to take risks to capture interest and make learning interesting. Pupils can generally see the relevance of their learning and this often stimulates their intellectual curiosity.</p>	<p>Supports all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and situations. Takes appropriate risks when making learning interesting. Pupils see the relevance of their learning and this stimulates their intellectual curiosity.</p>
	<p>c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p>		<p>Homework is not planned and does not provide any consolidation of learning. Little or no thought given to the possibility of out-of-school learning.</p>	<p>Homework is planned to provide opportunities for consolidation of learning. Some thought is given to out-of-school learning.</p>	<p>Plans homework which consolidates and reinforces knowledge and understanding. Plans opportunities for out-of-class activities which are safe and generally relevant and suitable.</p>	<p>Plans focused homeworks and out of class learning that consolidate, reinforces and extends existing knowledge and understanding and helps pupils appreciate the need to revisit learning. Plans opportunities for out-of-class activities which are safe, relevant and suitable.</p>
	<p>d) Reflect systematically on the effectiveness of lessons and approaches to teaching</p>		<p>Does not evaluate and reflect on own practice. Pays no attention to advice and does not accept constructive criticism to improve practice.</p>	<p>Evaluates and reflects in order to improve on own practice. Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets.</p>	<p>Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support. Shows willingness to learn from both success and 'failure' by systematically evaluating practice, including its impact on pupils.</p>	<p>Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners over time to inform future planning, teaching and learning. Acts swiftly upon advice and guidance to develop professional practice with noticeable impact upon learning.</p>

S4	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
S4: Plan and Teach well structured Lessons	e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.		No contribution to the design and provision of the curriculum.	Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.	Collaborates with colleagues and has made contributions to curricular developments.	Has contributed to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum.
S5	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
S5: Adapt teaching to respond to the strengths and needs of all pupils	a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		Lessons are inappropriately pitched for the needs of the learners which results in no teaching and ineffective use of time.	Lessons show evidence of having considered individual learning and differentiation strategies that address them.	Lessons show good evidence of having considered the individual learning needs and employ differentiation strategies that address the most of the learning needs of pupils and thus remove many barriers to learning.	Lessons show excellent evidence of having considered the individual learning needs of pupils and employ differentiation strategies that address these learning needs of and thus remove barriers to their learning.
	b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.		Has no understanding of the factors that inhibit pupils' learning.	Respects and accommodates individual differences between pupils and has an understanding of how a narrow range of factors can inhibit pupils' ability to learn, and can adapt teaching to help overcome these.	Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils' ability to learn and can adapt teaching to help overcome these.	Respects and accommodates individual differences between pupils and has a very good understanding of a range of factors that inhibit pupils' ability to learn. Has a thorough understanding of the challenges and opportunities of teaching in a diverse society.
	c) 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		Has no understanding of the physical, social and intellectual differences and needs at different stages in pupils' development.	Can show awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Has a good level of understanding of the challenges and opportunities of teaching in a diverse society.	Demonstrates a good awareness of how physical, social and intellectual development can influence pupils' educational outcomes.

S5	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
S5: Adapt teaching to respond to the strengths and needs of all pupils	d) 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.		Has no understanding of the diverse needs of pupils. Is unable to adapt or evaluate teaching to meet the different needs of pupils.	Can demonstrate a clear understanding of the diverse needs of pupils. Is able to adjust teaching and evaluate it to meet the different needs of learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.	Demonstrates a good understanding of the diverse needs of most learners. Is able to adapt teaching effectively, and evaluate it to meet the diverse needs of all learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.	Demonstrates an excellent understanding of the diverse needs of all learners. Is able to adapt teaching effectively and evaluate it to meet the diverse needs of all learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.

S6	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
S6: Make accurate and productive use of assessment	a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements b) Make use of formative and summative assessment to secure pupils' progress		Does not recognise opportunities to assess relevant subject knowledge. Demonstrates no understanding of statutory assessment requirements.	Can recognise opportunities for, and carries out, assessment of relevant subject knowledge of pupils. Demonstrates knowledge and understanding of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks	Uses well developed subject knowledge and accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks. Carries out assessment of relevant subject knowledge effectively, and demonstrates a sound understanding of statutory assessment requirements and makes accurate assessments.	Draws on excellent subject knowledge to plan and set challenging tasks based on accurate assessment of learner's prior skills, knowledge and understanding. Assessment carried out effectively, and demonstrates an excellent knowledge of statutory assessment. Makes excellent frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.

S6	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S6: Make accurate and productive use of assessment</p>	<p>c) Use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	<p>Does not use data to monitor progress, set targets or plan subsequent lessons. Records of pupil progress are not maintained.</p>	<p>Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching. Records of pupil progress and attainment are maintained. Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons.</p>	<p>Uses a range of relevant data to monitor progress, set targets, plan subsequent lessons and to evaluate the quality of their teaching over time. Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting. Assesses pupils' progress regularly and accurately; discusses assessments with pupils so that learners know how well they have done and what they need to do to improve.</p>	<p>Effectively and systematically uses a range of relevant data to monitor pupil progress, set targets, evaluate the quality of their teaching with a notable impact on learning over time. Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting. Assessment of pupils' progress is systematic and accurate. Following effective feedback, learners have a clear understanding of their achievements and what they need to do to improve.</p>	<p>Uses and analyses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive feedback which is then reflected in their progress.</p>
	<p>d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p>Does not use opportunities to give pupils regular oral feedback or written comments and marks. Pupils are not encouraged to respond to feedback.</p>	<p>Can give pupils regular oral feedback, or accurate written comments. Pupils are encouraged to respond to feedback.</p>	<p>Uses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive feedback.</p>	<p>Uses and analyses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive feedback which is then reflected in their progress.</p>	
	<p>e) contribute to the design and provision of an engaging curriculum within the relevant subject areas</p>					

S7	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
<p>S7: Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>a) Have clear rules and routines for behaviour in the classroom ,and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy</p>	<p>Rules and routines not established in accordance with the school's behaviour policy.</p> <p>No awareness of and engagement with the responsibility for promoting good and courteous behaviour in the classroom and around the school.</p>	<p>Clear rules and routines for behaviour in the classroom applied in accordance with the school's behaviour policy.</p> <p>Can take responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school.</p>	<p>Clear rules and routines for behaviour are well-established and implemented consistently in accordance with the school's behaviour policy.</p> <p>Consistently reinforces good and courteous behaviour in the classroom and around the school.</p>	<p>Pupils demonstrate a shared understanding of rules and routines for behaviour which are embedded and implemented consistently in accordance with the school's behaviour policy.</p> <p>Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation.</p>	<p>Sustains high expectations of behaviour which are integral to learning.</p> <p>Establishes and maintains a very effective framework for behaviour management, consistently and fairly, using a wide range of strategies.</p> <p>Has excellent knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</p> <p>Manages a high level of pupil motivation, involvement and engagement throughout the lesson using a wide range of approaches appropriate to pupils' needs.</p> <p>Understands the causes of low achievement and how to challenge and motivate pupils where attainment is low.</p>
	<p>b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly</p>	<p>Expectations of behaviour not yet evident.</p> <p>Use of praise, sanctions and rewards not evident.</p> <p>Shows no awareness of how to tackle derogatory language.</p>	<p>Expectations of behaviour are evident.</p> <p>Establishes a framework for behaviour management, deploying strategies, including the use of: praise; sanctions and rewards.</p> <p>Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</p>	<p>Maintains high expectations of pupils' behaviour</p> <p>Establishes and maintains an effective framework for behaviour management, consistently and fairly incorporating the use of praise, sanctions and rewards</p> <p>Has good knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</p> <p>Demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils' needs.</p> <p>Understands how to challenge and motivate pupils where attainment is low.</p>	<p>Expectations of behaviour are evident.</p> <p>Establishes a framework for behaviour management, including the use of: praise; sanctions and rewards.</p> <p>Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</p> <p>Can manage, involve and motivate classes using approaches which are appropriate to most pupils' needs.</p> <p>No pupil involvement and motivation as a result of ineffective class management.</p>	
	<p>c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p>	<p>No pupil involvement and motivation as a result of ineffective class management.</p>	<p>Can manage, involve and motivate classes using approaches which are appropriate to most pupils' needs.</p>	<p>Manages a high level of pupil motivation, involvement and engagement throughout the lesson using a wide range of approaches appropriate to pupils' needs.</p> <p>Understands the causes of low achievement and how to challenge and motivate pupils where attainment is low.</p>		

S7	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
S7: Manage behaviour effectively to ensure a good and safe learning environment	d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary		Fails to establish effective relationships with pupils. Authority lacks confidence and interventions are ineffective.	Can maintain relationships with pupils which create a supportive learning environment. Is able to exercise appropriate authority and act decisively when necessary.	Makes timely and effective interventions to maintain good behaviour. Matters relating to pupil behaviour are addressed promptly thus boosting their learning.	Relationship with pupils ensures a productive and inspiring learning environment. Ensures that any matters relating to pupil behaviour are addressed immediately thus maximising their learning.
S8	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
S8: Fulfil Wider Professional Responsibilities	a) Make a positive contribution to the wider life and ethos of the school		No awareness of school ethos, policies and procedures but requires help in making professional judgments in relation to them. No knowledge of teachers' legal responsibilities.	Beginning to contribute positively to the wider life and ethos of the school. Has an understanding of teachers' legal responsibilities.	Is proactive about making a positive contribution to the life and ethos of the school. Has a sound understanding of teachers' legal responsibilities.	Is proactive and make a significant contribution to the wider life and ethos of their school. Has a clear understanding of teachers' legal responsibilities.
	b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		No awareness of the roles and responsibilities of colleagues. No evidence of being able to draw upon other colleagues' expertise without for specialist support and guidance.	Understands the roles and responsibilities of colleagues. Can utilise other colleagues' expertise including those with responsibility for special needs and disabilities.	Consults with the different colleagues as appropriate knowing when to draw on their help and advice. Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.	Consults proactively with different colleagues drawing upon their expertise to support pupil progress effectively to impact upon pupil progress
	c) Deploy support staff effectively		Unable to deploy support staff effectively.	Can deploy support staff to facilitate pupil learning. Evidence of effective consultation with support staff in planning and classroom delivery.	Able to deploy support staff effectively to facilitate pupil learning for all groups Evidence of collaborative work with support staff to facilitate pupils' learning.	Clear evidence of effective professional relationships with support staff that demonstrate collaborative working and deployment of support staff to maximise the learning of all pupils.

S8	Standard Prompts	Insufficient Evidence (9)	Not Meeting the Minimum Requirements for QTS (4)	Meeting the Minimum Requirements for QTS (3)	Good (2)	Outstanding (1)
S8: Fulfil Wider Professional Responsibilities	d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Not clear about own strengths and areas for development. Not proactive in own development. Does not respond to advice and feedback from colleagues.	Engages with own professional development Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements.	Takes responsibility for their own learning and professional development. Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development.	Proactive with their own learning and professional development in order to improve teaching. Is open to coaching and mentoring and respect the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice.	Communicates very effectively with parents and carers about learners' achievements and well-being.
	e) Communicate effectively with parents with regard to pupils' achievements and well-being.	Requires constant structured guidance to communicate with parents and carers about pupils' achievements and well-being.	Can communicate with parents and carers about learners' achievements and well-being.	Communicates well with parents and carers about learners' achievements and well-being.	Communicates very effectively with parents and carers about learners' achievements and well-being.	

<p>PART TWO: Personal and Professional conduct:</p>	<p>Standard Prompts</p>	<p>Areas specific to this section will be exemplified by trainee teachers when they are:</p>
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of • ethics and behaviour, within and outside school, by <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • maintaining of professional confidentiality • punctual and prepared for lessons • following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes • registering classes and coding absences • helping children and young people to become confident and successful learners • addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them • aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils • discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) • meeting with the SENCO and other support staff to ensure understanding of schools' approach to SEN and disability • sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. • clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations • taking responsibility for maintaining the quality of their teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues • dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance • demonstrating an understanding of the child protection procedures in the school • clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection • knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups • aware of cyber bullying, e-safety and appropriate use of personal data and social media • aware of fire procedures, health and safety measures, first aiders etc • aware of their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation • aware of any tensions or difficulties in the school as a whole or in the classes they teach, and know what to do about this • putting the wellbeing, development and progress of children and young people first • demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers • demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession • adheres to appropriate professional dress requirements for the context in which they are working 	<ul style="list-style-type: none"> • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach <ul style="list-style-type: none"> • Teachers must maintain high standards of punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

10.13 Assessment cycle



10.14 Subject Specific Cycle





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