**TEACHER STANDARDS TRACKING PROFILE – 2020-2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| TRAINEE: |  | **MAIN PLACEMENT SCHOOL:** |  | **SECOND PLACEMENT SCHOOL:** |  |

**Part one: Teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| TS1 Set high expectations which inspire, motivate and challenge pupils   * Has the trainee established a safe and stimulating environment for pupils, rooted in mutual respect? * Does the trainee set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions? * Does the trainee demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee sets high expectations which inspire, motivate and challenge pupil** | | **Met?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| TS2 Promote good progress and outcomes by pupils   * Is the trainee accountable for the progress, attainment and outcomes of the pupils they have taught? * Is the trainee aware of pupils’ capabilities and prior knowledge and do they use this knowledge to inform their planning? * Does the trainee guide pupils’ to reflect on the progress they have made and their emerging needs? * Has the trainee demonstrated knowledge and understanding of how pupils learn and how this impacts on their teaching? * Does the trainee encourage pupils to take a responsible and conscientious attitude to their work and study? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee promotes good pupil progress and outcomes** | | **Met?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| TS3 Demonstrate good subject and curriculum knowledge   * Does the trainee have a secure knowledge of the relevant subject(s) and curriculum areas, - do they foster and maintain pupils’ interest in the subject, - and address misunderstandings? * Does the trainee demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship? * Does the trainee demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject? * If teaching early reading, does the trainee demonstrate a clear understanding of systematic synthetic phonics? * If teaching early mathematics, does the trainee demonstrate a clear understanding of appropriate teaching strategies? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee demonstrates good subject and curriculum knowledge** | | **Met?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| TS4 Plan and teach well structured lessons   * Does the trainee impart knowledge and develop understanding through effective use of lesson time? * Does the trainee promote a love of learning and children’s intellectual curiosity? * Does the trainee set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired? * Does the trainee reflect systematically on the effectiveness of lessons and approaches to teaching? * Has the trainee contributed to the design and provision of an engaging curriculum within the relevant subject area(s)? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee plans and teaches well structured lessons** | | **Met?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| TS5 Adapt teaching to respond to the strengths and needs of all pupils   * Does the trainee know when and how to differentiate appropriately, and do they use approaches which enable pupils to be taught effectively? * Does the trainee have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these? * Does the trainee 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? * Does the trainee 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 are they able to use and evaluate distinctive teaching approaches to engage and support them? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee adapts teaching to respond to the strengths and needs of all pupils.** | | **Met?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| TS6 Make accurate and productive use of assessment   * Does the trainee know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements? * Does the trainee make use of formative and summative assessment to secure pupils’ progress? * Does the trainee use relevant data to monitor progress, set targets, and plan subsequent lessons? * Does the trainee give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee makes accurate and productive use of assessment** | | **Met?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| TS7 Manage behaviour effectively to ensure a good and safe learning environment   * Does the trainee have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy? * Does the trainee have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly? * Does the trainee manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them? * Does the trainee maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee manages behaviour effectively to ensure a good and safe learning environment** | | **Met?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| TS8 Fulfil wider professional responsibilities   * Has the trainee made a positive contribution to the wider life and ethos of the school? * Has the trainee developed effective professional relationships with colleagues, and do they know how and when to draw on advice and specialist support? * Does the trainee deploy support staff effectively? * Has the trainee taken responsibility for improving teaching through appropriate professional development, and do they respond to advice and feedback from colleagues? * Does the trainee communicate effectively with parents with regard to pupils’ achievements and well-being? | | | |
| Tracking Point | **Progress milestones** | **Cause for concern** | **On track** |
| AUTUMN 2 |  |  |  |
| SPRING 1 |  |  |  |
| SPRING 2 |  |  |  |
| SUMMER 2 |  |  |  |
| **The trainee fulfils their wider professional responsibilities** | | **Met?** |
|  |

**Teachers’ Standards Part Two: Personal and professional conduct**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teachers’ Standard: Part Two descriptor | | | | | |
| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s 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. | | | | | |
| Key Questions   * Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? * Does the trainee develop appropriate professional relationships with colleagues and pupils? * Is the trainee able to safeguard pupils’ wellbeing, in accordance with statutory provisions? \* * Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? \* * Does the trainee understand the challenges of teaching in modern British schools? \*\* * Is the trainee aware of the Prevent Strategy and its implications? \*\*\* * Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? \*\* * Does the trainee understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media? | | | | | |
| Tracking Point | **Consistently High Standards** | **Cause for Concern** | **Tracking Point** | **Consistently High Standards** | **Cause for Concern** |
| AUTUMN 1 |  |  | **SPRING 2** |  |  |
| SPRING 1 |  |  | **SUMMER 2** |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teachers’ Standard: Part Two descriptor | | | | | |
| Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.   * The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. * The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. * The trainee is punctual for school, lessons, meetings, etc. * The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. * The trainee’s language and dress are highly professional and in line with school policy. | | | | | |
| Key Questions   * Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? * Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? * Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits? | | | | | |
| Tracking Point | | **Consistently High Standards** | | **Cause for Concern** | |
| AUTUMN 1 |  |  | **SPRING 2** |  |  | |
| SPRING 1 |  |  | **SUMMER 2** |  |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teachers’ Standard: Part Two descriptor | | | | | |
| Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities   * The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. * The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. * The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality. | | | | | |
| Key Questions   * Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document? * Has the trainee received relevant training in Child Protection/safeguarding? Can they articulate the school’s policy if reporting a concern? | | | | | |
| Tracking Point | **Consistently High Standards** | **Cause for Concern** | **Tracking Point** | **Consistently High Standards** | **Cause for Concern** | |
| AUTUMN 1 |  |  | **SPRING 2** |  |  | |
| SPRING 1 |  |  | **SUMMER 2** |  |  | |

\* Keeping Children Safe In Education (DfE)

\*\* Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

\*\*\* Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AUTUMN 2 | | | | | |
| TRAINEE  SIGNATURE: |  | **CTM**  **SIGNATURE:** |  | **PM**  **SIGNATURE:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SPRING 2 | | | | | |
| TRAINEE  SIGNATURE: |  | **CTM**  **SIGNATURE:** |  | **PM**  **SIGNATURE:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SUMMER 2 | | | | | |
| TRAINEE  SIGNATURE: |  | **CTM**  **SIGNATURE:** |  | **PM**  **SIGNATURE:** |  |