### Teachers’ Standards, Part One: Teaching grade descriptors

Please note: Words in italics are directly from the ‘Initial Teacher Education Inspection Handbook’ (Ofsted, March 2015); column headings reproduce the overall outcome criterion.

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| **1. Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behavior which are expected of pupils |

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| **Sub-headings of the Standards** | **Outstanding**  *Much of quality of Student Teacher’s teaching over time is outstanding and never less than consistently good* | **Good**  *Much of the quality of Student Teacher’s teaching over time is good, some is outstanding.* | **Requires Improvement**  *The quality of Student Teacher’s teaching over time requires improvement as it is not yet good.* They need targeted advice to be good | **Inadequate**  The Student Teacher fails to meet the minimum level of practice |
| * 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect | Consistently uses innovative strategies to establish a safe and stimulating environment for pupils rooted in mutual respect that motivates and inspires pupils to learn and enjoy the subject. | Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and is rooted in mutual respect. | Is able to establish a safe and stimulating environment.  There is evidence of mutual respect in the classroom. | Is unable to establish a safe and stimulating environment for pupils. |
| * 1. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | * Consistently sets goals that stretch, *challenge and motivate pupils.* * *Use effective strategies to support* the learning and progress of *underperforming groups.* | * Sets goals that stretch, *challenge and motivate pupils.* * *Use strategies to support* the learning and progress of *underperforming groups.* | Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| * 1. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Much of the time demonstrates the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate the positive attitudes, values and behaviour which are expected of pupils. | Is unable to demonstrate the positive attitudes, values and behaviour which are expected of pupils. |

**2. Promote good progress and outcomes by pupils**

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

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| 2.1) Be accountable\* for pupils’ attainment, progress and outcomes. | Consistently accountable for pupils’ attainment, progress and outcomes | Accountable for pupils’ attainment, progress and outcomes | Is accountable for pupils’ attainment; pupils make some progress | Is unable to be accountable for pupils’ attainment, progress and outcomes |
| 2.2) Plan teaching to build on pupils’ capabilities and prior knowledge. | * Has a detailed understanding of the pupils’ capabilities and their prior knowledge. * *demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.* | * Has a good understanding of the pupils’ capabilities and their prior knowledge. * *assess pupils’ achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.* | * Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these. | Is unable to demonstrate detailed understanding of the pupils’ capabilities and prior learning |
| 2.3) Guide pupils to reflect on the progress they have made and their emerging needs. | Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve. | Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve. | Is able to guide pupils to reflect on the progress they have made and their emerging needs. | Is unable to guide pupils to reflect on the progress they have made and their emerging needs. |
| 2.4) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Is consistently able to use knowledge and understanding of how pupils learn to improve their teaching | Most of the time makes good uses of knowledge and understanding of how pupils learn, to inform their teaching | Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. |
| 2.5) Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. | Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations. | Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study. |

**3. Demonstrate good subject and curriculum knowledge**

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

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| 3.1) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | * Consistently teaches exceptionally well, demonstrating strong subject and curriculum knowledge and phase expertise. * Is confident in working with the current and new curriculum * Demonstrates the ability to address misunderstandings and maintain pupils’ interest. | * Teaches well, demonstrating good subject and curriculum knowledge and phase expertise. * Works within the curriculum arrangements. * Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest. | Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings. | Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils’ interest in the subject, and does not address misunderstandings. |
| 3.2) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | * Demonstrates consistent and critical understanding of developments in the subject and curriculum areas. * Consistently promotes the value of scholarship | * Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. * Much of the time promotes the value of scholarship. | Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship. | Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship. |

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| 3.3) 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 | * Consistently demonstrates a thorough understanding of how *to teach reading, writing and communication effectively to enhance the progress of pupils they teach.* * Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English | * Demonstrates a good understanding of how to *develop the reading, writing and communication skills of the pupils they teach.* * Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English | Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English | Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English |
| ***Primary:***  3.4) If teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics | * Student Teacher can teach *early reading, systematic synthetic phonics, communication and language development confidently and competently* so that pupils make good or better than expected progress. * Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading. | * Student Teacher can teach *early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence* so that pupils make at least expected progress. * Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading. | Is able to, if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics. | Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. |
| ***Primary:***  3.5) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | *Student Teacher can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress.* | Student Teacher can teach *primary mathematics … with increasing confidence and competence* so that pupils make at least expected progress*.* | Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Is unable to, if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies. |

**4. Plan and teach well- structured lessons**

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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| 4.1) Impart knowledge and develop understanding through effective use of lesson time. | Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect. | Much of the time imparts knowledge and develops understanding through using lesson time to good effect. | Is able to impart knowledge and develop understanding through effective use of lesson time. | Is unable to impart knowledge and develop understanding through effective use of lesson time. |
| 4.2) Promote a love of learning and children’s intellectual curiosity. | Consistently and effectively promotes a love of learning and children’s intellectual curiosity. | Much of the time promotes a love of learning and children’s intellectual curiosity. | Is able to promote a love of learning and children’s intellectual curiosity. | Is unable to promote a love of learning and children’s intellectual curiosity. |
| 4.3) Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding. | Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding. | Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |
| 4.4) Reflect systematically on the effectiveness of lessons and approaches to teaching | * Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). * Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. | * Is systematically able to reflect in order *to improve their practice*. * Is able to judge the effectiveness of their lessons and impact on all groups of pupils. | Is able to reflect systematically on the effectiveness of lessons and approaches to teaching. | Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching. |
| 4.5) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) | Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |

**5.** **Adapt teaching to respond to the strengths and needs of all pupils**

* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development.
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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| 5.1) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively | Much of the time, differentiates appropriately using approaches which enable pupils to be taught effectively | Knows when and how to differentiate appropriately using approaches which enable pupils to be taught effectively | Does not know how and when to differentiate appropriately |
| 5.2) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | *Understands the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.* | *Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.* | Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Does not have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these. |
| 5.3) 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. | Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils’ education at different stages of development. | Demonstrates an awareness of the physical, social and intellectual development of pupils and much of the time, is able to adapt teaching to support pupils’ education at different stages of development. | Is able to demonstrate awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development.. | Is unable to demonstrate an awareness of the physical, social and intellectual development of children and does not know how to adapt teaching to support pupils’ education at different stages of development. |

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| 5.4) 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. | * Consistently and effectively evaluates and adapts teaching to meet the diverse needs of all learners, including those with high ability (including Gifted and Talented), EAL, SEN, disabilities, *those eligible for pupil premium and FSM*. * *Challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.* * Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. | * Much of the time, evaluates and adapts teaching to support all pupils, including those with SEN, high ability (including G & T), EAL, disabilities and *pupils eligible for the pupil premium* (including FSM). * *Understands how to challenge and motivate pupils where attainment is low and uses strategies to support underperforming groups* * Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | Has a clear understanding of the needs of all pupils including those with high ability, EAL, SEN and disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them. | Does not have a clear understanding of the needs of all pupils, including those with SEN, EAL, high ability, those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them. |

**6. Make accurate and productive use of assessment**

* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* Make use of formative and summative assessment to secure pupils’ progress
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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| 6.1) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | *Accurately assess achievement* and attainment in relevant subject and curriculum areas including statutory assessment requirements, *using new curricular, examination and assessment arrangements* | *Assesss pupils’ achievement* in the relevant subject and curriculum areas; including statutory assessment. | Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
| 6.2) Make use of formative and summative assessment to secure pupils’ progress | Consistently and effectively uses formative, *continuous assessment and summative tests* to great effect to secure progress for all pupils, through a sequence of lessons over time. | Much of the time, uses *formative, continuous assessment and summative tests* to secure progress through a sequence of lessons over time. | Is able to make use of formative and summative assessment to secure progress for pupils over time | Is unable to make use of formative, and summative assessment to secure pupils’ progress |
| 6.3) Use relevant data to monitor progress, set targets, and plan subsequent lessons | * Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time. * Records of pupil progress and learning and attainment are accurate and up to date and used to inform future planning and target setting. | Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up to date and much of the time, are used to inform future planning and target setting. | Is able to use relevant data to monitor progress, set targets and plan subsequent lessons. | Is unable to use relevant data to monitor progress, set targets and plan subsequent lessons. |
| 6.4) Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | * Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it * Accurate and timely marking and oral feedback contributes to pupil progress and learning over time | * Uses a range of methods to give pupils regular feedback and the opportunity to respond to it. * Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. | Is able to give pupils regular feedback, both orally and through accurate marking and encourages pupils to respond to the feedback. | Is unable to give pupils regular feedback, both orally and through accurate marking and does not encourage pupils to respond to feedback.. |

**7. Manage behaviour effectively to ensure a good and safe learning**

* 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
* 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
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary

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| 7.1) 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 | In accordance with the school’s behaviour policy   * Takes responsibility for and has *the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning.* * Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation*.* * Can effectively *tackle bullying, including cyber and prejudice-based (*and homophobic) *bullying* | In accordance with the school’s behaviour policy   * Takes responsibility for and is able *to promote and manage behaviour in the classroom well* to ensure a good and safe learning environment * Encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and cooperation*.* * Is able to *tackle bullying , including cyber and prejudice-based* (and homophobic) *bullying* | Has clear rules and routines for behaviour in classrooms and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. | Does not have clear rules and routines for behaviour in classrooms and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. |
| 7.2) 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 | * Consistently sustains high expectations of behaviour. * Establishes and maintains or applies the school’s framework for discipline, consistently and fairly, using a wide range of effective strategies. | * Sustains high expectations of behaviour * Establishes and maintains or applies the school’s framework for discipline using a range of strategies. | Has high expectations of behaviour and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Does not have high expectations of behaviour and does not establish a framework for discipline with a range of strategies. |
| 7.3) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs. | Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs. | Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Is unable to manage classes effectively. |
| 7.4) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary | Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. | Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. | Is able to maintain good relationships with pupils, exercising appropriate authority and acts decisively when necessary | Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary. |

**8. Fulfil Wider Professional Responsibilities**

* Make a positive contribution to the wider life and ethos of the school
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* Deploy support staff effectively
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* Communicate effectively with parents with regard to pupils’ achievements and well being

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| 8.1) Make a positive contribution to the wider life and ethos of the school | Is consistently proactive and makes a contribution to the wider life and ethos of the school. | Is proactive and makes a contribution to the wider life and ethos of the school. | Is able to make a contribution to the wider life and ethos of the school. | Is unable to make a contribution to the wider life and ethos of the school. |
| 8.2) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | Professional relationships with colleagues are consistently effective.  Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. | Professional relationships with colleagues are good.  Consults with colleagues as appropriate, knowing when and how to draw on their advice specialist support. | Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Is unable to develop effective professional relationships with colleagues and does ont know how and when to draw on advice and specialist support. |
| 8.3) Deploy support staff effectively | Consistently and effectively deploys support staff to maximise the learning of pupils. | Deploys support staff effectively to support the learning of pupils. | Is able to deploy support staff effectively. | Is unable to deploy support staff. |
| 8.4) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | * Is consistently proactive in taking full responsibility for improving their own teaching through professional development. * Effectively uses the advice and guidance offered by colleagues to secure improvements in practice. | * Takes responsibility for improving their teaching through professional development * Respects and responds to the advice and guidance offered by colleagues. | Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Is unable to take responsibility for improving teaching through appropriate professional development and is unable to respond to advice and feedback from colleagues. |
| 8.5) Communicate effectively with parents with regard to pupils’ achievements and well being | Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being. | Communicates effectively with parents and carers about pupils’ achievements and well-being | Is able to communicate with parents and carers about pupils’ achievements and well-being | Is unable to communicate effectively with parents and carers about pupils’ achievements and well-being |