

TS	Standard / level	High level of achievement (1)				Good level of achievement (2)				Achieving (3)				Developing (4)																	
		<i>Much of the quality of trainees' teaching over time is of high quality &amp; never less than routinely good.</i>								<i>Much of the quality of trainees' teaching over time is good &amp; some is even better.</i>								<i>The quality of trainees' teaching over time requires improvement as it is not yet good – Targeted advice should be provided.</i>								<i>Trainee currently fails to meet the minimum level of practice.</i>					
1	Set high expectations which inspire, motivate & challenge pupils	Establishes a safe & stimulating environment for pupils, rooted in mutual respect.	Routinely uses innovative strategies to establish a safe & stimulating environment for pupils, rooted in mutual respect, which motivates & inspires pupils to learn & enjoy the subject.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating & rooted in mutual respect.	Is able to establish a safe & stimulating environment for pupils, rooted in mutual respect	Has not been able to establish a safe & stimulating environment for pupils.																									
		Sets goals that stretch & challenge pupils of all backgrounds, abilities & dispositions.	Routinely sets goals that stretch, challenge & motivate pupils. Uses effective strategies to support the learning & progress of under-performing groups.	Sets goals that stretch, challenge & motivate pupils. Uses strategies to support the learning & progress of under-performing groups.	Is able to set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions.	Has not been able to set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions.																									
		Demonstrates routinely the positive attitudes, values & behaviour which are expected of pupils.	Routinely & effectively demonstrates & models the positive attitudes, values & behaviour which are expected of pupils.	Routinely demonstrates & models the positive attitudes, values & behaviour which are expected of pupils.	Is able to demonstrate the positive attitudes, values & behaviour which are expected of pupils.	Has not been able to demonstrate or model the positive attitudes, values & behaviour which are expected of pupils.																									
2	Promote good progress & outcomes by pupils	Be accountable for pupils' attainment, progress & outcomes.	Is routinely accountable for pupils' attainment, progress & outcomes.	Is accountable for pupils' attainment, progress & outcomes.	Is able to take accountability for pupils' attainment, progress & outcomes.	Has not been able to take accountability for pupils' attainment, progress & outcomes.																									
		Be aware of pupils' capabilities & their prior knowledge, & plan teaching to build on these.	Has a detailed understanding of the pupils' capabilities & their prior knowledge. Demonstrates through their planning & teaching that their pupils, including those who are disabled & those who have special educational needs, make good progress.	Has a good understanding of the pupils' capabilities & their prior knowledge. Assesses pupils' achievement & plans & teaches lessons that enable pupils, including those who are disabled & those who have special educational needs, to make at least expected progress.	Is aware of pupils' capabilities & their prior knowledge, & plans teaching to build on these.	Has not been able to demonstrate an awareness of pupils' capabilities & their prior knowledge, & is unable to plan teaching to build on these.																									
		Guide pupils to reflect on the progress they have made & their emerging needs.	Pupils are routinely offered high quality intervention & feedback which enables them to identify the progress they have made & understand what they need to do to improve.	Pupils are offered intervention & feedback which, much of the time, enables them to identify the progress they have made & understand what they need to do to improve.	Is able to guide pupils to reflect on the progress they have made & their emerging needs.	Has not been able to guide pupils to reflect on the progress they have made & their emerging needs.																									
		Demonstrate knowledge & understanding of how pupils learn & how this impacts on teaching.	Is routinely & effectively able to use knowledge & understanding of how pupils learn to improve their teaching.	Much of the time makes good use of knowledge & understanding of how pupils learn to inform their teaching.	Is able to demonstrate knowledge & understanding of how pupils learn & how this impacts on teaching.	Has not been able to demonstrate knowledge & understanding of how pupils learn & how this impacts on teaching.																									
		Encourage pupils to take a responsible & conscientious attitude to their own work & study.	Routinely & effectively encourages pupils, by setting specific high expectations, to take a responsible & conscientious attitude to work & study.	Much of the time encourages pupils, to take a responsible & conscientious attitude to work & study by setting expectations.	Is able to encourage pupils to take a responsible & conscientious attitude to their own work & study.	Has not been able to encourage pupils to take a responsible & conscientious attitude to their own work & study.																									
3	Demonstrates good subject & curriculum knowledge	Have a secure knowledge of the relevant subject(s) & curriculum areas, foster & maintain pupils' interest in the subject, & address misunderstandings.	Routinely teaches exceptionally well, demonstrating: strong subject & curriculum knowledge; phase expertise. Is confident to work well, within the current (& new) curriculum areas. Demonstrates the ability to address misunderstandings & maintain pupils' interest.	Teach well, demonstrating: good subject & curriculum knowledge; phase expertise. Works well, within the current (& new) curriculum areas. Much of the time demonstrates the ability to address misunderstandings & maintain pupils' interest.	Has a secure knowledge of the relevant subject(s) & curriculum areas, fosters & maintains pupils' interest in the subject, & addresses misunderstandings.	Does not have a secure knowledge of the relevant subject(s) & curriculum areas, does not foster & maintain pupils' interest in the subject, & does not address misunderstandings.																									
		Demonstrate a critical understanding of developments in the subject & curriculum areas, & promote the value of scholarship.	Effectively demonstrates consistent & critical understanding of developments in the subject & curriculum areas. Routinely & effectively promotes the value of scholarship.	Demonstrates, much of the time, critical understanding of developments in the subject & curriculum areas. Much of the time promotes the value of scholarship.	Is able to demonstrate a critical understanding of developments in the subject & curriculum areas, & promotes the value of scholarship.	Has not been able to demonstrate a critical understanding of developments in the subject & curriculum areas, & does not promote the value of scholarship.																									
		Demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of standard English, whatever the teacher's specialist subject.	Routinely demonstrates a thorough understanding of how to teach reading, writing, & communication effectively to enhance the progress of pupils they teach. Routinely demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of standard English, whatever the teacher's specialist subject.	Demonstrates a good understanding of how to develop the reading, writing, communication skills of the pupils they teach. Much of their teaching demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of standard English, whatever the teacher's specialist subject.	Is able to demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of standard English, whatever the teacher's specialist subject.	Has not been able to demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of standard English, whatever the teacher's specialist subject.																									
4	Plans & teaches well-structured lessons	Impart knowledge & develop understanding through effective use of lesson time	Routinely & effectively imparts knowledge & develops understanding through using lesson time to great effect.	Much of the time imparts knowledge & develops understanding through using lesson time to good effect.	Is able to impart knowledge & develop understanding through effective use of lesson time.	Has not been able to impart knowledge & develop understanding through effective use of lesson time.																									
		Promote a love of learning & children's intellectual curiosity	Routinely & effectively promotes a love of learning & children's intellectual curiosity.	Much of the time promotes a love of learning & children's intellectual curiosity.	Is able to promote a love of learning & children's intellectual curiosity.	Has not been able to promote a love of learning & children's intellectual curiosity.																									
		Set homework & plan other out-of-class activities to consolidate & extend the knowledge & understanding pupils have acquired	Routinely & effectively plans differentiated, purposeful homework/out-of-class activities that consolidates & extends existing knowledge & understanding.	Much of the time plans differentiated homework/out-of-class activities that consolidates & extends existing knowledge & understanding.	Is able to set homework & plan other out-of-class activities to consolidate & extend the knowledge & understanding pupils have acquired.	Has not been able to set homework & plan other out-of-class activities to consolidate & extend the knowledge & understanding pupils have acquired.																									
		Reflect systematically on the effectiveness of lessons & approaches to teaching	Is systematically & critically reflective in analysing, evaluating & improving their practice (paraphrased). Is able to accurately judge the effectiveness of their lessons & 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 & impact on all groups of pupils.	Is able to reflect systematically on the effectiveness of lessons & approaches to teaching.	Has not been able to reflect systematically on the effectiveness of lessons & approaches to teaching.																									
		Contribute to the design & provision of an engaging curriculum within the relevant subject area(s).	Routinely makes effective contributions to the design & provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design & provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design & provision of an engaging curriculum within the relevant subject area(s).	Has not been able to contribute to the design & provision of an engaging curriculum within the relevant subject area(s).																									
5	Adapt teaching to respond to the strengths & needs of all pupils	Knows when & how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Routinely & 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 & how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Does not know when & how to differentiate appropriately.																									
		Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, & how best to overcome these.	Understand the causes of low achievement; challenge & motivate pupils where attainment is low; & use effective strategies to support under-performing groups.	Understand how to challenge & motivate pupils where attainment is low & use strategies to support under-performing groups.	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, & how best to overcome these.	Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, & how best to overcome these.																									
		Demonstrate an awareness of the physical, social & intellectual development of children, & know how to adapt teaching to support pupils' education at different stages of development.	Routinely & effectively demonstrates clear awareness of the physical, social & intellectual development of children, & effectively adapts teaching to support pupils' education at different stages of development.	Demonstrates an awareness of the physical, social & intellectual development of pupils &, much of the time, adapts teaching to support pupils' education at different stages of development.	Is able to demonstrate an awareness of the physical, social & intellectual development of children, & knows how to adapt teaching to support pupils' education at different stages of development.	Has not been able to demonstrate an awareness of the physical, social & intellectual development of children, & does not 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; & be able to use & evaluate distinctive teaching approaches to engage & support them.	Routinely & effectively evaluates & adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including gifted & talented), English as an additional language, disabilities & pupils eligible for the pupil premium (including free school meals). Challenge & motivate pupils where attainment is low; & use effective strategies to support under-performing groups. Routinely & effectively uses & evaluates distinctive teaching approaches to engage & support pupils.	Much of the time evaluates & adapts teaching to support all pupils, including those with special educational needs, high ability (including gifted & talented), English as an additional language, disabilities & pupils eligible for the pupil premium (including free school meals). Understand how to challenge & motivate pupils where attainment is low & use strategies to support under-performing groups. Much of the time uses & evaluates distinctive teaching approaches to engage & support pupils.	Has 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; & is able to use & evaluate distinctive teaching approaches to engage & support them.	Does not 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; & has not been able to use or evaluate distinctive teaching approaches to engage & support them.																									

TS	Standard / level	High level of achievement (1)				Good level of achievement (2)				Achieving (3)				Developing (4)																	
		<i>Much of the quality of trainees' teaching over time is of high quality &amp; never less than routinely good.</i>								<i>Much of the quality of trainees' teaching over time is good &amp; some is even better.</i>								<i>The quality of trainees' teaching over time requires improvement as it is not yet good – Targeted advice should be provided.</i>								<i>Trainee currently fails to meet the minimum level of practice.</i>					
6	Make accurate & productive use of assessment	Know & understand how to assess the relevant subject & curriculum areas, including statutory assessment requirements.	Accurately & proactively assesses pupils' achievement & attainment in relevant subject & curriculum areas, including assessment in line with statutory assessment requirements.	Proactively assesses pupils' achievement in the relevant subject & curriculum areas, including statutory assessment in line with assessment requirements.	Knows, & understands, how to assess the relevant subject & curriculum areas, including assessment in line with statutory assessment requirements.	Does not know, or understand, how to assess the relevant subject & curriculum areas, including assessment in line with statutory assessment requirements.																									
		Make use of formative & summative assessment to secure pupils' progress.	Routinely & effectively uses formative, continuous assessment & 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 & summative tests to secure progress through a sequence of lessons over time.	Is able to make use of formative & summative assessment to secure pupils' progress.	Has been unable to make use of formative & summative assessment to secure pupils' progress.																									
		Use relevant data to monitor progress, set targets, & plan subsequent lessons.	Routinely & effectively uses a range of relevant data, including school progress data, to monitor pupil progress & learning over time. Records of pupil progress & learning & attainment are accurate & up-to-date & used to inform future planning & target setting.	Uses a range of relevant data including school progress data to monitor pupil progress & learning over time. Records of pupil progress & learning & attainment are accurate & up-to-date &, much of the time, are used to inform future planning & target setting.	Is able to use relevant data to monitor progress, set targets, & plan subsequent lessons.	Has been unable to use relevant data to monitor progress, set targets, & plan subsequent lessons.																									
		Give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to the feedback.	Routinely uses a range of effective methods to give pupils regular & constructive feedback & the opportunity to respond to it. Accurate & timely marking & oral feedback contributes to pupil progress & learning over time.	Uses a range of methods to give pupils regular feedback & the opportunity to respond to it. Accurate & regular marking & oral feedback contributes to pupil progress & learning over time.	Is able to give pupils regular feedback, both orally & through accurate marking, & encourages pupils to respond to the feedback.	Has been unable to give pupils regular feedback, both orally & through accurate marking, & does not encourage pupils to respond to the feedback.																									
7	Manage behaviour effectively to ensure a good & safe learning environment	Have clear rules & routines for behaviour in classrooms, & take responsibility for promoting good & courteous behaviour in classrooms & around the school, in accordance with the school's behaviour policy.	In accordance with the school's behaviour policy: takes responsibility for & has the knowledge, understanding & skills to promote & manage behaviour effectively & create an excellent climate for learning; actively encourages pupils to behave well in the classroom & around the school & display high levels of courtesy & co-operation; can effectively tackle bullying, including cyber & prejudice-based (& homophobic) bullying.	In accordance with the school's behaviour policy: takes responsibility for & is able to promote & manage behaviour in the classroom well to ensure a good & safe learning environment; encourages pupils to behave well in the classroom & around the school & display good levels of courtesy & co-operation; is able to tackle bullying, including cyber & prejudice-based (& homophobic) bullying.	Has clear rules & routines for behaviour in classrooms, & takes responsibility for promoting good & courteous behaviour in classrooms & around the school, in accordance with the school's behaviour policy.	Does not have clear rules & routines for behaviour in classrooms, & does not take responsibility for promoting good & courteous behaviour in classrooms & around the school, in accordance with the school's behaviour policy.																									
		Have high expectations of behaviour, & establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly	Routinely sustains high expectations of behaviour. Establishes & maintains or applies the school's framework for discipline consistently & fairly, using a wide range of effective strategies.	Sustains high expectations of behaviour. Establishes & maintains or applies the school's framework for discipline, using a range of strategies.	Has high expectations of behaviour, & establishes a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly.	Does not have high expectations of behaviour, & does not establish a framework for discipline with a range of strategies.																									
		Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve & motivate them	Routinely manages a high level of pupil motivation & involvement using a range of effective approaches appropriate to the pupils' needs.	Manages a good level of pupil motivation & 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 & motivate them.	Has not been able to manage classes effectively.																									
		Maintain good relationships with pupils, exercising appropriate authority, & act decisively when necessary.	Routinely demonstrates strong & effective relationships with pupils exercising appropriate authority, & acts decisively when necessary.	Demonstrates good relationships with pupils & exercises appropriate authority, & acts decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, & acts decisively when necessary.	Has not been able to maintain good relationships with pupils, does not exercise appropriate authority &/or act decisively when necessary.																									
8	Fulfil wider professional responsibilities	Make a positive contribution to the wider life & ethos of the school.	Is routinely proactive & makes a positive contribution to the wider life & ethos of the school.	Is proactive & makes a positive contribution to the wider life & ethos of the school.	Is able to make a positive contribution to the wider life & ethos of the school.	Has not been able to make a positive contribution to the wider life & ethos of the school.																									
		Develop effective professional relationships with colleagues, knowing how & when to draw on advice & specialist support.	Professional relationships with colleagues are very good & consistently effective. Routinely & effectively consults with colleagues as appropriate, knowing when & how to draw on their advice & specialist support.	Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when & how to draw on their advice & specialist support.	Develops effective professional relationships with colleagues, knowing how & when to draw on advice & specialist support.	Has not been able to develop effective professional relationships with colleagues, & does not know how & when to draw on advice & specialist support.																									
		Deploy support staff effectively.	Routinely & 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.	Has not been able to deploy support staff.																									
		Take responsibility for improving teaching through appropriate professional development, responding to advice & feedback from colleagues.	Is routinely proactive in taking full responsibility for improving their own teaching through professional development. Effectively uses the advice & guidance offered by colleagues to secure improvements in practice.	Takes responsibility for improving their own teaching through professional development. Responds & responds to the advice & guidance offered by colleagues.	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice & feedback from colleagues.	Has not been able to take responsibility for improving teaching through appropriate professional development, & has not been able to respond effectively to advice & feedback from colleagues.																									
		Communicate effectively with parents with regard to pupils' achievements & well-being.	Pro-actively & routinely communicates effectively with parents & carers about pupils' achievements & well-being.	Communicates effectively with parents & carers about pupils' achievements & well-being.	Is able to communicate effectively with parents with regard to pupils' achievements & well-being.	Has not been able to communicate effectively with parents with regard to pupils' achievements & well-being.																									
PPC	<ul style="list-style-type: none"> <li>Teachers uphold public trust in the profession &amp; maintain high standards of ethics &amp; behaviour, within &amp; outside school, by: <ul style="list-style-type: none"> <li>Treating pupils with dignity, building relationships rooted in mutual respect, &amp; at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>Showing tolerance of &amp; respect for the rights of others</li> <li>Not undermining fundamental British values, including democracy, the rule of law, individual liberty &amp; mutual respect, &amp; tolerance of those with different faiths &amp; beliefs</li> <li>Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>Teachers must have proper &amp; professional regard for the ethos, policies &amp; practices of the school in which they teach, &amp; maintain high standards in their own attendance &amp; punctuality.</li> <li>Teachers must have an understanding of, &amp; always act within, the statutory frameworks which set out their professional duties &amp; responsibilities.</li> </ul>																														

Please note - It is critical that those assessing trainees/student teachers use their professional judgement when making & agreeing holistic, 'best fit' decisions, focusing on the quality of the trainees' teaching **overall**, taking into account the "stage of training". While it is unlikely that a trainee will achieve highly in regard of the Teachers' Standards by the end of their first teaching placement, it is **NOT** the case that Initial Teacher Trainees cannot show "high" potential against the Teachers' Standards. The notion of "consistency" (a common feature of criteria at the "Higher" level) CAN be demonstrated over a period of weeks, particularly during the Long Placement. Final judgements recorded & reported at the end of each term should be agreed following discussion with the student teacher & other relevant personnel where necessary. There should be close scrutiny of the grading for each Standard to ensure direct correlation between the grades awarded for each Standard criteria & the overall grade for each Standard, which should include reference to the quality of trainees' teaching overall & his/her impact on pupil progress. It is sometimes helpful to consider the following when reading and applying a judgement in line with the Standards:

TS	Standard / level	High level of achievement (1)				Good level of achievement (2)				Achieving (3)				Developing (4)																	
		<i>Is acting upon the criterion independently, routinely and with impact.</i>								<i>Is acting upon the criterion independently.</i>								<i>Is acting upon the criterion, most likely with encouragement and support from experienced colleagues.</i>								<i>Has a limited awareness of this criterion, but is currently not acting upon it.</i>					