



Marjon Teacher Education Partnership

Teachers' Standards Progress Profile

2020-2021

Teachers' Standards Progress Profile

Progress Rationale

This progress rationale references the DFE Teachers' Standards (2013 updated) 'Progression and professional development'. The standards define the *'minimum level of practice expected of trainees and teachers from the point of being awarded QTS'*.

The Teachers' Standards (2013 updated, pg6) states that *'Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.'* This alongside the introduction of the DFE 2019 Recruitment and Retention Strategy and Early Career framework refocuses the education and training of teachers and see ITE and the NQT period as the foundation for further professional development.

Marjon Teacher Education Partnership expects all trainees to meet the *minimum level of practice* outlined in the Amber column by the end of their training, a number of trainees may exceed this minimum level in particular aspects of their professional work, the progress criteria identifies how they might do this in the green column. The text is presented as a practical interpretation of the criteria for individual trainee's assessment linked to the bulleted sub-headings for each Standard.

The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right but should be used by those assessing trainees to 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 demonstrating excellent practice relevant to that standard. (Teachers' Standards referenced OFSTED 'Initial teacher education inspection handbook', September 2015, paragraph 129).

Final Judgements

An exceptional trainee

All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate depth and breadth of knowledge, skill and understanding in meeting the standards for teaching and all have consistently high standards in all aspects related to their personal and professional conduct.

- Using best fit a minimum of five full standards and part B must be judged as green overall
- pupil progress and learning over time must be good or better

Exceeding the Minimum expectation

All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate depth of knowledge and skill in some aspects of the standards for teaching and have consistently high standards in some related to their personal and professional conduct.

- Using best fit one or more Standard is judged as green;
- pupil progress and learning over time must be at least as expected.

Meeting the Minimum level of practice of the standard for QTS

All primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training.

- best fit RAG for the all the full standards is Amber;
- pupil progress and learning over time is not yet always as expected

Not meeting the standard for QTS

Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. They may not have experience in some elements of the standard.

- All or some of the standards for teaching are judged as Red
- Any aspect of personal and professional conduct is not achieved.

Please note, final judgements at the end of training are reached in agreement between the University and school-based tutors based on ongoing evidence the trainee presents over time.

Teachers' Standards, Part One: Teaching Progress descriptors

These are to be used to help the review point discussions, set suitable personalised targets for trainees and to support a best fit judgement at the end of training.

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 behaviour which are expected of pupils.

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers' Standards	Exceeding the minimum expectation of the Teachers' Standards
a establish a safe and stimulating environment for pupils, rooted in mutual respect	<ul style="list-style-type: none"> • At times, can create a safe and stimulating environment for pupils where they are encouraged to participate. 	<ul style="list-style-type: none"> • Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect. 	<ul style="list-style-type: none"> • Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.
b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<ul style="list-style-type: none"> • With support, can set some goals that stretch and challenge pupils of different backgrounds, abilities and dispositions. 	<ul style="list-style-type: none"> • Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. 	<ul style="list-style-type: none"> • Shows deeper understanding when setting goals that stretch, challenge and motivate pupils. • use a range of strategies to support the learning and progress of different underperforming groups showing breadth of knowledge and skills
c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	<ul style="list-style-type: none"> • At times can demonstrate the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> • Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> • Consistently demonstrates and models 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.

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers' Standards	Exceeding the minimum expectation of the Teachers' Standards
a be accountable for pupils' attainment, progress and outcomes	<ul style="list-style-type: none"> • With support, is able to assume some accountability for pupils' attainment, progress and outcomes. 	<ul style="list-style-type: none"> • Is able to take accountability for pupils' attainment, progress and outcomes. 	<ul style="list-style-type: none"> • Is accountable for pupils' attainment, progress and outcomes
b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	<ul style="list-style-type: none"> • At times can demonstrate an awareness of pupils' capabilities and their prior knowledge and is sometimes able to plan teaching to build on these. 	<ul style="list-style-type: none"> • Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these. 	<ul style="list-style-type: none"> • Has a deeper 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.
c guide pupils to reflect on the progress they have made and their emerging needs	<ul style="list-style-type: none"> • Is demonstrating the ability to guide some pupils to reflect on the progress they have made and their emerging needs. 	<ul style="list-style-type: none"> • Is able to guide pupils to reflect on the progress they have made and their emerging needs. 	<ul style="list-style-type: none"> • Pupils are offered a wider range interventions 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.
d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	<ul style="list-style-type: none"> • Is beginning to demonstrate knowledge and understanding of how some pupils learn and is beginning to understand how this impacts on teaching. 	<ul style="list-style-type: none"> • Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. 	<ul style="list-style-type: none"> • Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.
e encourage pupils to take a responsible and conscientious attitude to their own work and study.	<ul style="list-style-type: none"> • At times and often with support, can encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> • Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> • Uses a range of approaches to encourage pupils, to take a responsible and conscientious attitude to work and study by setting expectations.

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)

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers' Standards	Exceeding the minimum expectation of the Teachers' Standards
a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	<ul style="list-style-type: none"> • Is beginning to develop a secure knowledge of the relevant subject(s) and curriculum areas but at times limited knowledge impacts upon pupils' interest in the subject and can contribute to misunderstandings. 	<ul style="list-style-type: none"> • Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings. 	<ul style="list-style-type: none"> • Has a depth and breadth of subject and curriculum knowledge and phase expertise to address misunderstandings, extend pupil thought and maintain pupils' interest
b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	<ul style="list-style-type: none"> • At times is able to demonstrate a critical understanding of developments in some subject and curriculum areas and is starting to promote the value of scholarship. 	<ul style="list-style-type: none"> • Is able to demonstrate a critical understanding of developments in the subject and curriculum areas and promotes the value of scholarship. 	<ul style="list-style-type: none"> • Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship.
c 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	<ul style="list-style-type: none"> • Is beginning to be able to demonstrate some understanding of and take some responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, but is often inconsistent in modelling these 	<ul style="list-style-type: none"> • Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. 	<ul style="list-style-type: none"> • Demonstrates a depth of understanding of how to develop the reading, writing, communication skills of the pupils they teach.
d demonstrate a clear understanding of systematic synthetic phonics in early reading (primary)	<ul style="list-style-type: none"> • At times is able to demonstrate an understanding of systematic synthetic phonics in the teaching of early reading but is not yet confident or consistent. 	<ul style="list-style-type: none"> • Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading 	<ul style="list-style-type: none"> • Trainee can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress.
e Demonstrate a clear understanding of appropriate teaching strategies in primary mathematics.	<ul style="list-style-type: none"> • At times is able to demonstrate an understanding of appropriate teaching strategies in primary mathematics but is not yet confident or consistent. 	<ul style="list-style-type: none"> • Demonstrate a clear understanding of appropriate teaching strategies in primary mathematics 	<ul style="list-style-type: none"> • Demonstrates a depth of understanding of strategies for the teaching of primary mathematics with increasing confidence and competence.

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).

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers’ Standards	Exceeding the minimum expectation of the Teachers’ Standards
a impart knowledge and develop understanding through effective use of lesson time	<ul style="list-style-type: none"> • At times is beginning to impart knowledge and develop some understanding through effective use of lesson time. 	<ul style="list-style-type: none"> • Is able to impart knowledge and develop understanding through effective use of lesson time. 	<ul style="list-style-type: none"> • Much of the time imparts knowledge and develops understanding through using lesson time to good effect, showing depth of knowledge and understanding.
b promote a love of learning and children’s intellectual curiosity	<ul style="list-style-type: none"> • At times is able to promote a love of learning and children’s intellectual curiosity. 	<ul style="list-style-type: none"> • Is able to promote a love of learning and children’s intellectual curiosity. 	<ul style="list-style-type: none"> • Much of the time promotes a love of learning and children’s intellectual curiosity.
c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	<ul style="list-style-type: none"> • Understands how homework and other out-of-class activities can consolidate and extend the knowledge and understanding pupils have acquired but has not yet set or planned it. 	<ul style="list-style-type: none"> • Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. 	<ul style="list-style-type: none"> • Uses a range of skills and approaches to differentiate (where appropriate) homework/out-of-class activities that consolidates and extends existing knowledge and understanding.
d reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> • Is beginning to reflect on the effectiveness of lessons and approaches to teaching, but not yet systematically. 	<ul style="list-style-type: none"> • Is able to reflect systematically on the effectiveness of lessons and approaches to teaching. 	<ul style="list-style-type: none"> • 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.
e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	<ul style="list-style-type: none"> • Is beginning to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<ul style="list-style-type: none"> • Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<ul style="list-style-type: none"> • Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s) showing depth and breadth of knowledge.

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.

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers' Standards	Exceeding the minimum expectation of the Teachers' Standards
a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	<ul style="list-style-type: none"> • Is beginning to understand when and how to differentiate appropriately. 	<ul style="list-style-type: none"> • Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. 	<ul style="list-style-type: none"> • Shows enhanced skill and understanding when differentiating appropriately using approaches which enable pupils to be taught effectively.
b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	<ul style="list-style-type: none"> • Is starting to develop an understanding of how a range of factors can inhibit pupils' ability to learn and is beginning to understand how best to overcome these. 	<ul style="list-style-type: none"> • Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. 	<ul style="list-style-type: none"> • understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.
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	<ul style="list-style-type: none"> • Is beginning to demonstrate an awareness of the physical, social and intellectual development of children, and is beginning to identify how to adapt teaching to support pupils' education at different stages of development. 	<ul style="list-style-type: none"> • Is able to demonstrate an 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. 	<ul style="list-style-type: none"> • Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.
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.	<ul style="list-style-type: none"> • Is starting to demonstrate an understanding of the needs of some pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is sometimes able to use and evaluate distinctive teaching approaches to engage and support them 	<ul style="list-style-type: none"> • 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; and is able to use and evaluate distinctive teaching approaches to engage and support them 	<ul style="list-style-type: none"> • Much of the time evaluates and adapts teaching to support all pupils, including those with SEN, high ability (GAT), EAL, disabilities and pupils eligible for the pupil premium. • understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. • Uses and evaluates distinctive teaching approaches to engage and support pupils.

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
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers' Standards	Exceeding the minimum expectation of the Teachers' Standards
a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<ul style="list-style-type: none"> • Is beginning to understand how to assess some relevant subject and curriculum areas, including statutory assessment requirements. 	<ul style="list-style-type: none"> • Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements. 	<ul style="list-style-type: none"> • assess pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements demonstrating depth of subject knowledge.
b make use of formative and summative assessment to secure pupils' progress	<ul style="list-style-type: none"> • At times can make use of formative and summative assessment to secure pupils' progress. 	<ul style="list-style-type: none"> • Is able to make use of formative and summative assessment to secure pupils' progress. 	<ul style="list-style-type: none"> • Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time showing deeper understanding.
c use relevant data to monitor progress, set targets, and plan subsequent lessons	<ul style="list-style-type: none"> • With support is starting to use relevant data to monitor progress, set targets, and plan some subsequent learning episodes. 	<ul style="list-style-type: none"> • Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons. 	<ul style="list-style-type: none"> • 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.
d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> • Is beginning to give some pupils feedback, both orally and through marking, and can sometimes encourage pupils to respond to the feedback. 	<ul style="list-style-type: none"> • Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. 	<ul style="list-style-type: none"> • 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.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers' Standards	Exceeding the minimum expectation of the Teachers' Standards
<p>a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy</p>	<ul style="list-style-type: none"> • Is beginning to use clear rules and routines for behaviour in classrooms and is beginning to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy. 	<ul style="list-style-type: none"> • 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. 	<p>In accordance with the school's behaviour policy:</p> <ul style="list-style-type: none"> • 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 co-operation; • is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.
<p>b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p>	<ul style="list-style-type: none"> • At times, has appropriately high expectations of behaviour, and is starting to establish a framework for discipline with some strategies. 	<ul style="list-style-type: none"> • Has high expectations of behaviour and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. 	<ul style="list-style-type: none"> • Sustains high expectations of behaviour. • Establishes and maintains or applies the school's framework for discipline, using a range of strategies.
<p>c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p>	<ul style="list-style-type: none"> • Is beginning to manage classes effectively, but often needs support or guidance to do this. 	<ul style="list-style-type: none"> • Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. 	<ul style="list-style-type: none"> • Shower higher level of skill in managing a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.
<p>d maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.</p>	<ul style="list-style-type: none"> • Is starting to build and maintain good relationships with most pupils and is beginning to exercise appropriate authority. At times can act decisively when necessary, but often needs support to do this. 	<ul style="list-style-type: none"> • Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary. 	<ul style="list-style-type: none"> • Demonstrates good relationships with pupils and exercises appropriate authority and acts 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.

Standard sub-headings	Trainees not yet meeting the minimum level of practice.	Meeting the minimum expectation of the Teachers' Standards	Exceeding the minimum expectation of the Teachers' Standards
a make a positive contribution to the wider life and ethos of the school	Is beginning to get involved in making a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Is proactive and makes a positive contribution to the wider life and ethos of the school.
b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Is starting to develop effective professional relationships with colleagues and is beginning to recognise how and when to draw on advice and specialist support.	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.
c deploy support staff effectively	Is beginning to deploy support staff.	Is able to deploy support staff effectively.	Deploys support staff effectively to support the learning of pupils.
d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	At times is starting to take responsibility for improving teaching through appropriate professional development and is beginning to respond to advice and feedback from colleagues.	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Takes responsibility for improving their own teaching through professional development. Respects and responds to the advice and guidance offered by colleagues.
e communicate effectively with parents with regard to pupils' achievements and well-being.	Is starting to communicate effectively with some parents with regard to pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.

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' Standards, Part Two: Personal and professional conduct)

Part Two of the Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, support plan then a cause for concern procedure will be instigated and will potentially result in disciplinary procedures. Our Marjon Teacher Education Partnership approach is outlined below:

Interview:	Personal and professional conduct will be included as a focus for discussion as part of the interview process.
Induction:	The requirements for Part Two of the Teachers' Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for trainees and teachers;
At the start of a new placement:	Trainees must familiarise themselves with the individual school's codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them;
At each review point:	The trainees' ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set;
At any time:	Should issues arise in relation to the appropriateness of the trainees' conduct, action will be taken which may lead to a cause for concern procedure being instigated.

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the trainees' conduct. **If any cause for concern should arise, a support plan should be put into place, if this is not successful then the cause for concern procedure should be instigated.**

Part Two: Personal and Professional Conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard 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.

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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Teachers' Standard: Part Two descriptor		Scope	Key questions	Cause for concern	Achieved standard	Consistently high standards
i	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 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. 	<ul style="list-style-type: none"> • 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' well-being, 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? 			

Teachers' Standard: Part Two descriptor		Scope	Key questions	Cause for concern	Achieved standard	Consistently high standards
ii	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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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? 			
iii	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	<ul style="list-style-type: none"> 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 they may need advice and help in matters of Child Protection or confidentiality. 	<ul style="list-style-type: none"> 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 he/she articulate the school's policy if reporting a concern? 			

Note: 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 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.