

QTS Preparation Plan (QPP)

**Name of
Learner/candidate:**

School:

QTS Preparation Plan (QPP) Straight to Teaching Programme (S2T)

- 1. QPP provides an individualised development plan for the S2T programme.**
- 2. The initial key areas for development must be identified by the mentor before the INA visit and then agreed during the INA meeting. These will be amended before and during subsequent pathway tutor visits to reflect learner's progress. Keep it simple clear and focussed.**
- 3. The key areas for development will be supported by the school and monitored (targets will be set and reviewed in minuted mentor meetings) and evaluated by the Pathway Tutor during his/her visits.**
- 4. The QPP will be stored electronically on the VLE.**

1 Set high expectations which inspire, motivate and challenge A. Establish a safe and stimulating environment for pupils, rooted in mutual respect B. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. C. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	
Strengths	What evidence is there for this?
Key area(s) for development in this standard (please amend before each visit as appropriate)	Overview of support (CPD)
Online Learning Sessions relating to this Standard to be completed by learner/candidate:	
2 Promote good progress and outcomes of pupils. A. Be accountable for pupils' attainment, progress and outcomes. B. Be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these C. Guide pupils' to reflect on their progress they have made and their emerging needs. D. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. E. Encourage pupils to take a responsible and conscientious attitude to their own work and study.	
Strengths	What Evidence is there for this?
Key area(s) for development in this standard (please amend before each visit as appropriate)	Overview of support (CPD)
Online Learning Sessions relating to this Standard to be completed by learner/candidate:	

3 Demonstrate good subject and curriculum knowledge

- A. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- B. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote 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
- D. If teaching early reading, demonstrate a clear understanding of synthetic phonics
- E. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Strengths	What Evidence is there for this?
Key area(s) for development in this standard (please amend before each visit as appropriate)	Overview of support (CPD)
Online Learning Sessions relating to this Standard to be completed by learner/candidate:	

4 Plan and teach well-structured lessons

- A. Impart knowledge and develop understanding through effective use of lesson time.
- B. Promote a love of learning and pupils' intellectual curiosity.
- C. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- D. reflect systematically on the effectiveness of lessons and approaches to lessons
- E. contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Strengths	What Evidence is there for this?
Key area(s) for development in this standard (please amend before each visit as appropriate)	Overview of support (CPD)
Online Learning Sessions relating to this Standard to be completed by learner/candidate:	

<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <p>A. Know when and how to differentiate 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 to overcome these. C. Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt 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 EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
Strengths	What Evidence is there for this?
Key area(s) for development in this standard (please amend before each visit as appropriate)	Overview of support (CPD)
Online Learning Sessions relating to this Standard to be completed by learner/candidate:	

<p>6 Make accurate and productive use of assessment</p> <p>A Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. B Make use of formative and summative assessment to secure pupils' progress C Use relevant data to monitor progress, set targets, and plan subsequent lessons D Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	
Strengths	What Evidence is there for this?
Key area(s) for development in this standard (please amend before each visit as appropriate)	Overview of support (CPD)
Online Learning Sessions relating to this Standard to be completed by learner/candidate:	

<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <p>A. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p> <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> <p>C. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>D. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	
<p>Strengths</p>	<p>What Evidence is there for this?</p>
<p>Key area(s) for development in this standard (please amend before each visit as appropriate)</p>	<p>Overview of support (CPD)</p>
<p>Online Learning Sessions relating to this Standard to be completed by learner/candidate:</p>	
<p>8 Fulfil wider professional responsibilities</p> <p>A. Make a positive contribution to the wider life and ethos of the school</p> <p>B. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>C. Deploy support staff effectively</p> <p>D. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>E. Communicate effectively with parents with regard to pupils' achievements and well being.</p>	
<p>Strengths</p>	<p>What Evidence is there for this?</p>
<p>Key area(s) for development in this standard (please amend before each visit as appropriate)</p>	<p>Overview of support (CPD)</p>

Online Learning Sessions relating to this Standard to be completed by learner/candidate:

<p>Standard PART 2 Personal and Professional Conduct</p>	<p>9) TEACHERS MUST UPHOLD PUBLIC TRUST IN THE PROFESSION AND MAINTAIN HIGH STANDARDS OF ETHICS AND BEHAVIOUR WITHIN AND OUTSIDE SCHOOL</p> <p>A Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</p> <p>B Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</p> <p>C Showing tolerance of and respect for the right of others</p> <p>D 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</p> <p>E Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.</p> <p>10) TEACHERS MUST HAVE PROPER AND PROFESSIONAL REGARD FOR THE ETHOS, POLICIES AND PRACTICES OF THE SCHOOL IN WHICH THEY TEACH, AND MAINTAIN HIGH STANDARDS IN THEIR OWN ATTENDANCE AND PUNCTUALITY</p> <p>11) Teachers must have a understanding of, and always act within, the statutory frameworks which set out their prof duties and responsibilities</p>	<p>Evidence to be included in Standards Evidence folders – To be completed by the learner/candidate</p> <p>In addition to the candidate’s evidence, this part of the Teachers’ Standards will be evidenced by a testimonial from the employing school on the Tes proforma provided.</p> <p>A testimonial from the second school on the Tes proforma must also comment on this area of the standards.</p> <p>Each term the mentor must comment on the Part Two Teachers’ Standards Termly Monitoring Form and this must be uploaded by the learner/candidate to the Part 2 of the standards folder on the VLE.</p>
<p>Strengths</p>	<p>What Evidence is there for this?</p>	

Key area(s) for development in this standard (please amend before each visit as appropriate)		Overview of support (CPD)
Online Learning Sessions relating to this Standard to be completed by Learner/candidate: Complete online session on British Values		