



QTS STANDARDS PROGRESS REPORT (PR)

Name

School

Phase

Programme Straight to Teaching

Assessment Only

School Direct

This must be completed before the INA visit and all subsequent pathway tutor visits.

The mentor (with support from the learner) will make a summative judgement against all the sub-standards of the Teachers' Standards and give each a grade on a 4 point scale. This report should be shared with the Pathway Tutor (PT) prior to each visit and, once agreed, uploaded to the VLE after each of the PTs visits. Uploading it is the PTs responsibility.

This report is completed using a different colour for each visit to show progress.

Colour code:

1st Review - **Yellow**

2nd Review - **Blue**

3rd Review - **Green**

4th Review - **Red**

1. Set high expectations which inspire, motivate and challenge pupils				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is outstanding and never less than consistently good.	Good (2): Much of the quality of trainee's/learner's teaching over time is good; some is outstanding.	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's teaching over time requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.
1a) 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. Relationships are rooted in mutual respect, which	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is unable to establish a safe and stimulating environment for pupils.

	<p>motivates and inspires pupils to learn and enjoy the subject.</p> <p>Resources are used imaginatively to promote high-quality learning.</p> <p>A learning culture is established appropriate to the age phase.</p>	<p>Relationships are rooted in mutual respect where learning is the main focus of interactions.</p> <p>Many aspects of safety including emotional are consistently embraced to enable pupils to participate securely in the lesson.</p>		
<p>1b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p>	<p>Consistently sets goals that stretch, challenge and motivate pupils.</p> <p>Uses effective strategies to support the learning and progress of underperforming groups.</p>	<p>Sets goals that stretch, challenge and motivate pupils.</p> <p>Uses strategies to support the learning and progress of underperforming groups.</p>	<p>Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>	<p>Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>
<p>1c) demonstrate consistently the positive attitudes, values and behaviour</p>	<p>Consistently and effectively demonstrates and models the positive attitudes, values and</p>	<p>Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Is able to demonstrate consistently the positive attitudes, values and</p>	<p>Is unable to demonstrate consistently the positive attitudes, values and</p>

which are expected of pupils	behaviour which are expected of pupils.		behaviour which are expected of pupils.	behaviour which are expected of pupils.
2 Promote good progress and outcomes by pupils				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is outstanding and never less than consistently good.	Good (2): Much of the quality of trainee's/learner's teaching over time is good; some is outstanding.	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's teaching over time requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.
2a) be accountable for pupils' attainment, progress and outcomes	Is consistently accountable for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes.	Is able to take accountability for pupils' attainment, progress and outcomes.	Is unable to take accountability for pupils' attainment, progress and outcomes.
2b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Has a detailed understanding of the pupils' capabilities and their prior knowledge. Demonstrates through their planning and teaching that their pupils, including those who are disabled and those	Has a good understanding of the pupils' capabilities and their prior knowledge. Assesses pupils' achievement and plans and teaches lessons that enable pupils, including those who are disabled and those who have special	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.

	who have special educational needs, make good progress.	educational needs, to make at least expected progress.		
2c) 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.
2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching. Is able to use a variety of pedagogical approaches to teaching and learning which enable pupils to make consistently good progress.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching. Is able to use a variety of pedagogical approaches to teaching and learning to enable pupils to make at least expected progress.	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.
2e) 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. The promotion of independent learning is embedded in practice.	Much of the time encourages pupils to take a responsible and conscientious attitude to work and study by setting expectations. Independent learning is encouraged.	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				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is outstanding and never less than consistently good.	Good (2): Much of the quality of trainee's/learner's teaching over time is good; some is outstanding.	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's teaching over time requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.
3a) 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 - phase expertise. Is confident to work within the current and new curriculum. Consistently demonstrates the ability to anticipate and address misunderstandings	Teaches well, demonstrating: -good subject and curriculum knowledge -phase expertise. Works within the current and new curriculum arrangements. Much of the time demonstrates the ability to address misunderstandings	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.

	<p>and takes account of these in planning</p> <p>Maintains pupils' interest.</p>	<p>and responds to these in planning.</p> <p>Maintains pupils' interest.</p>		
<p>3b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p>	<p>Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.</p> <p>Consistently and effectively promotes the value of scholarship through establishing an ethos where learning is greatly valued.</p>	<p>Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.</p> <p>Much of the time promotes the value of scholarship and encourages an ethos where learning is valued.</p>	<p>Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.</p>	<p>Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.</p>
<p>3c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of</p>	<p>Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever</p>	<p>Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use</p>	<p>Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever</p>	<p>Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever</p>

<p>standard English, whatever the teacher's specialist subject</p>	<p>the trainee's/learner's specialist.</p> <p>In addition for primary:</p> <p>Consistently demonstrates a thorough understanding of how to teach reading, writing and communication effectively to enhance the progress of pupils they teach.</p>	<p>of Standard English, whatever the trainee's/learner's specialist subject(s).</p> <p>In addition for primary:</p> <p>Demonstrates a good understanding of how to develop the reading, writing and communication skills of the pupils they teach.</p>	<p>the trainee's/learner's specialist subject(s).</p> <p>In addition for primary:</p> <p>Is able to demonstrate an understanding of how to develop the reading, writing and communication skills of the pupils they teach.</p>	<p>the trainee's/learner's specialist subject(s).</p> <p>In addition for primary:</p> <p>Is unable to demonstrate an understanding of how to develop the reading, writing and communication skills of the pupils they teach.</p>
<p>3d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p>	<p>For primary:</p> <p>Can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress.</p> <p>Consistently demonstrates a thorough understanding of the role of systematic synthetic</p>	<p>For primary:</p> <p>Can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress.</p> <p>Demonstrates a good understanding of the role of systematic synthetic phonics</p>	<p>For primary:</p> <p>If teaching early reading, is able to demonstrate a clear understanding of systematic synthetic phonics.</p> <p>For secondary:</p> <p>Is able to demonstrate a developing knowledge and understanding of systematic synthetic phonics which is beginning to be reflected in</p>	<p>For primary:</p> <p>If teaching early reading, is unable to demonstrate a clear understanding of systematic synthetic phonics.</p> <p>For secondary:</p> <p>Is unable to demonstrate knowledge and understanding of systematic synthetic phonics or is unable to</p>

	<p>phonics in the teaching of early reading.</p> <p>For secondary :</p> <p>Has an effective knowledge and understanding of systematic synthetic phonics which impacts on pupil progress</p> <p>Knows and uses effective methods in assessing reading, writing and spelling in order to personalise teaching and learning strategies to enable all pupils to make progress.</p>	<p>in the teaching of early reading.</p> <p>For secondary:</p> <p>Has good knowledge and understanding of systematic synthetic phonics and is able to use well in planning and teaching to meet pupils' needs.</p>	<p>their teaching.</p>	<p>demonstrate this through their teaching.</p>
<p>3e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>For primary:</p> <p>Can teach primary mathematics confidently and competently so that pupils make good or better than expected progress.</p>	<p>For primary:</p> <p>Can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress.</p>	<p>For primary:</p> <p>If teaching early mathematics, is able to demonstrate a clear understanding of appropriate teaching strategies.</p> <p>For secondary :</p> <p>Is able to demonstrate</p>	<p>For primary:</p> <p>If teaching early mathematics, is unable to demonstrate a clear understanding of appropriate teaching strategies.</p>

	<p>Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.</p> <p>For secondary :</p> <p>Has an effective knowledge and understanding of strategies for teaching early mathematics including the use of accurate mathematical language.</p> <p>Knows and uses effective methods in assessing progress in mathematics in order to personalise teaching and learning strategies to enable all pupils to make progress</p>	<p>Demonstrates a good understanding of strategies for the teaching of early mathematics.</p> <p>For secondary :</p> <p>Has good knowledge and understanding of mathematics in planning and teaching and is able to use this in planning and teaching to meet pupils' needs.</p>	<p>developing knowledge and understanding of mathematics which is beginning to be reflected in their teaching</p>	<p>For secondary :</p> <p>Is unable to demonstrate knowledge and understanding of mathematics or is unable to demonstrate this through their teaching.</p>
4. Plan and teach well-structured lessons				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is	Good (2): Much of the quality of trainee's/learner's teaching over time is	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.

	outstanding and never less than consistently good.	good; some is outstanding.	teaching over time requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	
4a) 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.
4b) 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.
4c) set homework and plan other out-of-class activities to consolidate and extend the knowledge	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and	Much of the time plans differentiated homework/out-of-class activities that consolidates and	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and	Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and

and understanding pupils have acquired	extends existing knowledge and understanding.	extends existing knowledge and understanding.	understanding pupils have acquired.	understanding pupils have acquired.
4d) reflect systematically on the effectiveness of lessons and approaches to teaching	<p>Is systematically and critically reflective in analysing, evaluating and improving their practice.</p> <p>Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.</p>	<p>Is able to systematically reflect in order to improve their practice.</p> <p>Is able to judge the effectiveness of their lessons and impact on all groups of pupils.</p>	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.
4e) 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				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is	Good (2): Much of the quality of trainee's/learner's teaching over time is	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.

	outstanding and never less than consistently good.	good; some is outstanding.	teaching over time requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	
5a) 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 when and how to differentiate appropriately.
5b) 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; challenges and motivates pupils where attainment is low. Uses effective strategies to support underperforming groups.	Understands how to challenge and motivate pupils where attainment is low. Uses 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.
5c) 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. Effectively adapts teaching to support pupils' education at	Demonstrates an awareness of the physical, social and 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 and intellectual development of children. 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., Does not know how to adapt teaching to support pupils'

	different stages of development.			education at different stages of development.
5d) 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	<p>Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).</p> <p>Challenges and motivates pupils where attainment is low; and use effective strategies to support underperforming groups</p> <p>Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.</p>	<p>Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).</p> <p>Understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</p> <p>Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils</p>	<p>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.</p> <p>Is able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>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.</p> <p>Is not able to use and evaluate distinctive teaching approaches to engage and support them.</p>
6. Make accurate and productive use of assessment				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is outstanding and never	Good (2): Much of the quality of trainee's/learner's teaching over time is	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's teaching over time	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.

	less than consistently good.	good; some is outstanding.	requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	
6a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Accurately assesses achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula, examinations and assessment arrangements.	Assesses pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements.	Knows and understands 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.
6b) 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 pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.
6c) 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.	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,	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.

	Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.	much of the time, are used to inform future planning and target setting.		
6d) give 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 the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is outstanding and never less than consistently good.	Good (2): Much of the quality of trainee's/learner's teaching over time is good; some is outstanding.	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's teaching over time requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.
7a) have clear rules and routines for behaviour in	In accordance with the school's behaviour policy:	In accordance with the school's behaviour policy:	Has clear rules and routines for behaviour in classrooms,	Does not have clear rules and routines for behaviour in

<p>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>	<p>takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;</p> <p>actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation;</p> <p>can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</p>	<p>takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment;</p> <p>encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and cooperation;</p> <p>is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</p>	<p>and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.</p>	<p>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.</p>
<p>7b) 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>Consistently sustains high expectations of behaviour.</p> <p>Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.</p>	<p>Sustains high expectations of behaviour.</p> <p>Establishes and maintains or applies the school's framework for discipline, using a range of strategies.</p>	<p>Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p>	<p>Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies.</p>
<p>7c) manage classes effectively, using approaches which are appropriate to pupils'</p>	<p>Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to pupils' needs.</p>	<p>Manages a good level of pupil motivation and involvement using a range of approaches appropriate to pupils' needs.</p>	<p>Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	<p>Is unable to manage classes effectively.</p>

needs in order to involve and motivate them				
7d) maintain good relationships with pupils, exercising appropriate authority, and act 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				
Standard sub-headings	Outstanding (1): Much of the quality of trainee's/learner's teaching over time is outstanding and never less than consistently good.	Good (2): Much of the quality of trainee's/learner's teaching over time is good; some is outstanding.	Requires improvement (3) -meeting the Standard: The quality of trainee's/learner's teaching over time requires improvement as it is not yet good. Trainee/Learner needs targeted advice to be good.	Inadequate (4): Trainee/Learner fails to meet the minimum level of practice.
8a) make a positive contribution to the wider life and ethos of the school	Is consistently proactive and makes 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.	Is able to make a positive contribution to the wider life and ethos of the school.	Is unable to make a positive contribution to the wider life and ethos of the school.
8b) develop effective professional relationships with colleagues, knowing how and when to draw on	Professional relationships with colleagues are consistently effective.	Professional relationships with colleagues are good.	Is able to develop effective professional relationships with colleagues, knowing how and	Is unable to develop effective professional relationships with colleagues, and does not know

advice and specialist support	Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	when to draw on advice and specialist support.	how and when to draw on advice and specialist support
8c) 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.
8d) 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 own 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.
8e) 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 effectively with parents with regard to pupils' achievements and well-being.	Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.