Professional Practice Handbook

Secondary PGCE with QTS*
Full Time Programme
2018-2019

Information updated and correct at September 2018
Library and Learning Services

Library and Learning Services are responsible for the management of libraries and information resources, IT user support, learning technology and media services, academic skills development (UniSkills) and dyslexia support.

The University Library housed in Catalyst gives access to books, eResources and PCs, and is open 24/7 during the academic year. There are extensive social learning areas and study spaces along with resources, equipment and support.

UniSkills – ehu.ac.uk/uniskills

UniSkills is a package of workshops, hands-on support and online resources created to help you develop a range of essential academic skills and to enable you to produce high quality University assignments. These resources include support for; assignment planning, academic writing, presentations, finding books and eResources, referencing, dissertations, learning support apps and digital footprint.

UniSkills Workshops – ehu.ac.uk/workshops

UniSkills workshops are a series of small group sessions, focussing on a particular set of academic skills or techniques. Workshops are run regularly throughout the academic year on a wide range of topics including academic writing, exam preparation, Harvard referencing and presentation skills. The workshops are advertised via the UniSkills webpages and look out for a UniSkills Workshop Timetable handout for each semester. Students can self-book online up to two weeks in advance of a workshop - please visit ehu.ac.uk/workshops for full details of the current workshops available.

My Library – www.edgehill.ac.uk/services/learning-edge

The ‘My Library’ tab (accessed via Learning Edge) provides quick links to all of your digital learning resources. This includes the library catalogue, Discover More full text online journals, booking a study room or finding a PC, UniSkills online toolkits, booking a UniSkills workshop or 1-to-1 appointment and subject specific resources.

Subject Resources – ehu.ac.uk/subjectresources

The Subject Resources pages provide a link to your subject specific resources including useful websites and recommended research, journals, databases and newspapers.

Help & Support - students can access Library and Learning Services help and support physically and virtually via:

- Catalyst Helpdesk, ground floor of Catalyst (Ormskirk campus)
- Learning Services webpages ehu.ac.uk/ls
- Ask Us online enquiry service ehu.ac.uk/askus
SpLD Support Team

The SpLD Support Team based in Catalyst supports learners with Specific Learning Difficulties (SpLD) including Dyslexia, Dyspraxia, Dyscalculia and ADHD.

The team offers advice and guidance including:
- Informal assessments - explores if you have any indicators of SpLD
- Diagnostic assessments
- Advice and guidance on applying for Disabled Students Allowance (DSA)

The team of specialist study skills advisors are able to provide one to one support to enable students to develop strategies to help them with their studies.

If you have any concerns or would like further information about SpLD please visit our website at. Here, you will find detailed information about the informal and diagnostic assessments and a helpful Dyslexia checklist.

Alternatively, please call into Catalyst for a confidential chat.

Contact the team for advice or guidance:

In person: Catalyst Helpdesk
Email: spld@edgehill.ac.uk
Tel: 01695 584372
edgehill.ac.uk/spld

Inclusion Team

Based in Catalyst, the team provides information, advice and guidance to students who may need additional support with their studies. If you have a physical or sensory impairment, mental health diagnosis, long-term medical condition, Autism or Asperger’s Syndrome, we can advise on:

- Disclosure and confidentiality
- The support available from the team and other services
- What is meant by “reasonable adjustments” and how you might benefit from them
- Information related to exam modifications
- Guidance about alternative forms of assessment
- Advice about eligibility for Disabled Students’ Allowance (DSA)

The approach is friendly yet professional and you can discuss your requirements in complete confidence, our contact details are below.

In person: Catalyst Helpdesk
Email: inclusionteam@edgehill.ac.uk
Tel: 01695 584190
edgehill.ac.uk/studentservices/inclusive/
Edge Hill University’s vision is to ‘provide an environment where everyone feels able to participate, contribute, enjoy and influence their experience; and where inclusive practices underpin everything we do. Respect for, and celebration of, individual diversity will shape institutional strategy, direction and behaviour.’

The University seeks to identify and eradicate any practice which discriminates on the basis of race, disability, sex, gender re-assignment, age, sexual orientation, marriage and civil partnership, pregnancy and maternity, religion, belief or none, or socio-economic background.

The University recognises that equality and diversity embraces all aspects of employment and service delivery including curriculum; teaching; learning and assessment; research issues; and extra-curricular activities.

The University makes it a condition of service and admission that staff and students adhere to the Equality and Diversity Policy. Any breaches of this are dealt with under the Staff or Student Disciplinary Procedures, as appropriate.

The University makes every effort to ensure that traders, contractors, institutions, organisations or individuals who interact with Edge Hill University are aware of the policy. Discovery by the University of any inequitable policy or practice by them may result in Edge Hill University breaking links and ceasing to do business with them.

Edge Hill University widely distributes this policy summary and accompanying Equality and Diversity Policy throughout the University.

Making Contact

Students are encouraged to make any concerns known. The first point of contact for this is the Student Services Information Desk in the Student Information Centre on the Ormskirk campus (01695 584554, or student services@edgehill.ac.uk). The Student Information Officer will refer you on to an individual member of staff as appropriate.

A full copy of the Equality and Diversity Policy can be obtained from the Student Services Information Desk or from Edge Hill University’s web site www.edgehill.ac.uk.
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library and Learning Services</td>
<td>2</td>
</tr>
<tr>
<td>Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>Equality and Diversity</td>
<td>4</td>
</tr>
<tr>
<td>Welcome</td>
<td>5</td>
</tr>
<tr>
<td>Contacts</td>
<td>7</td>
</tr>
<tr>
<td>Professional Practice Summary and Overview</td>
<td>8</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>14</td>
</tr>
<tr>
<td>Guidance for Curriculum Mentors</td>
<td>18</td>
</tr>
<tr>
<td>Assessment</td>
<td>23</td>
</tr>
<tr>
<td>ITT Teachers’ Standards Assessment Criteria</td>
<td>33</td>
</tr>
<tr>
<td>Ofsted</td>
<td>42</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>43</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>44</td>
</tr>
<tr>
<td>Attendance Expectations</td>
<td>48</td>
</tr>
<tr>
<td>Trainee ‘At Risk’</td>
<td>49</td>
</tr>
<tr>
<td>Safeguarding – Management of a Cause for Concern</td>
<td>52</td>
</tr>
<tr>
<td>Teaching Standards</td>
<td>53</td>
</tr>
<tr>
<td>Professional Practice Timetable: Blank Templates</td>
<td>55</td>
</tr>
</tbody>
</table>
Welcome

On behalf of tutors in the Secondary PGCE Programme team and colleagues in our Partner Settings (schools and colleges), welcome to the Faculty of Education at Edge Hill University. I am sure you will enjoy an exciting and rewarding year during which you will encounter many exciting opportunities and rewarding challenges. The programme itself maintains high standards of initial teacher education and has a successful record in placing trainees in employment at the end of the programme; indeed, many of our ex-trainees are firmly established in partner schools and colleges.

No doubt you will start the year with some apprehension, but please feel confident in approaching appropriate staff who will be happy to help you. Within your subject area, a subject tutor will also be your personal tutor.

If you have any concerns or queries about the programme or your subject specific course, then please contact your own subject course leader in the first instance. The contact numbers can be found in this handbook.

We welcome you warmly to Edge Hill University and our wider partnership and look forward to working with you and getting to know you during the coming year.

Dr Phil Rigby
Head of Secondary and Further Education

Introduction

The 2018/19 Professional Practice Handbook is designed to provide you with a range of information that will guide your understanding of the Secondary PGCE programme. We hope that it will support you in managing your time effectively as you study through what will be an intensive year.

Please also refer to Blackboard for other important documents and all proformas you will need.

The material contained within this Programme Handbook was correct at the time of publication. You will be notified of any amendments that become necessary during the year.
# Contacts

## Administrative Staff

<table>
<thead>
<tr>
<th>Professional Support Team</th>
<th><a href="mailto:secondarypartnership@edgehill.ac.uk">secondarypartnership@edgehill.ac.uk</a></th>
<th>01695 584281</th>
<th>01695 584877</th>
<th>01695 584711</th>
</tr>
</thead>
</table>

## Subject Leaders

<table>
<thead>
<tr>
<th>Dawn Hewitson</th>
<th>Course Leader – Computer Science &amp; IT</th>
<th><a href="mailto:dawn.hewitson@edgehill.ac.uk">dawn.hewitson@edgehill.ac.uk</a></th>
<th>01695 650979</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Reynolds</td>
<td>Course Leader – English</td>
<td><a href="mailto:reynoldr@edgehill.ac.uk">reynoldr@edgehill.ac.uk</a></td>
<td>01695 650766</td>
</tr>
<tr>
<td>Charles Rawding</td>
<td>Course Leader – Geography</td>
<td><a href="mailto:rawdingc@edgehill.ac.uk">rawdingc@edgehill.ac.uk</a></td>
<td>01695 584207</td>
</tr>
<tr>
<td>Steve Illingworth</td>
<td>Course Leader – History</td>
<td><a href="mailto:Illings@edgehill.ac.uk">Illings@edgehill.ac.uk</a></td>
<td>01695 584357</td>
</tr>
<tr>
<td>Martin Pickett</td>
<td>Course Leader – Mathematics</td>
<td><a href="mailto:pickettm@edgehill.ac.uk">pickettm@edgehill.ac.uk</a></td>
<td>01695 584402</td>
</tr>
<tr>
<td>Rob Burgess</td>
<td>Course Leader – Physical Education</td>
<td><a href="mailto:burgesr@edgehill.ac.uk">burgesr@edgehill.ac.uk</a></td>
<td>01695 584807</td>
</tr>
<tr>
<td>Sjay Patterson</td>
<td>Course Leader – Religious Education</td>
<td><a href="mailto:sjay.patterson@edgehill.ac.uk">sjay.patterson@edgehill.ac.uk</a></td>
<td>01695 657762</td>
</tr>
<tr>
<td>Bernard Kerfoot</td>
<td>Course Leader – Science (Biology)</td>
<td><a href="mailto:kerfootb@edgehill.ac.uk">kerfootb@edgehill.ac.uk</a></td>
<td>01695 584640</td>
</tr>
</tbody>
</table>

## Management of the Secondary Area

<table>
<thead>
<tr>
<th>Phil Rigby</th>
<th>Head of Secondary and Further Education</th>
<th><a href="mailto:rigbyp@edgehill.ac.uk">rigbyp@edgehill.ac.uk</a></th>
<th>01695 584824</th>
</tr>
</thead>
</table>

## Useful numbers

<table>
<thead>
<tr>
<th>Admissions Team</th>
<th>01695 584637</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance and Welfare Rights Team</td>
<td>01695 584502</td>
</tr>
<tr>
<td>Inclusive Services Team</td>
<td>01695 584746</td>
</tr>
<tr>
<td>Tuition Fees Team</td>
<td>01695 584787</td>
</tr>
</tbody>
</table>
### Professional Practice 1 Phase 1a

This schedule should be adapted to fit trainee need and professional practice circumstances, as appropriate.

<table>
<thead>
<tr>
<th>Date</th>
<th>Teaching Role</th>
<th>Observations / Preparation</th>
<th>Professional Development Portfolio (PDP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Practice 1a: Preparation Week (5 days)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>24th-28th September 2018</strong></td>
<td>No teaching should be done during observation week - although trainees should be encouraged to support mentors, teachers and learners in lessons.</td>
<td>Induction: trainees undertake structured observations and reflect on the school’s policies, practice and ethos. They familiarise themselves with routines and expectations.</td>
<td>Trainees establish routine of drawing their reflections together in a professional, positive way and familiarise themselves with the Teachers’ Standards, in the context of the practice setting.</td>
</tr>
<tr>
<td><strong>Professional Practice 1a</strong></td>
<td>Trainees gradually engage with the process of planning, delivering and evaluating under the guidance of the Edge Hill University Partnership Trainer. At this early stage of training, delivering parts of lessons, team teaching and supporting small groups are appropriate teaching activities. By the end of PP1a, trainees should have ideally taught whole lessons with each of the classes they will be teaching during Phase 1b. During the final two weeks of this phase, formal observations of trainees will begin on a weekly basis.</td>
<td>Structured observations continue Trainees focus upon the pupils they will be teaching and begin to analyse specific elements of pupil performance. This includes observing pupils in the context of other subject areas and ‘shadowing’ a pupil. Trainees gain additional experience of: • SEN with PP1 setting or other SEND setting with which PP1a school has connections.</td>
<td>Clear reflections upon practice are emerging, with links being made to how the Teachers’ Standards are being addressed and how the evaluative process is informing self-improvement. University sessions and school-based experience are ‘linked’ in these reflections.</td>
</tr>
</tbody>
</table>

W/b 26th November 2018: Professional Practice 1 Interim Report to be prepared/completed

Trainee submits form to Course Leader by Friday 7th December 2018
Professional Practice 1 Phase 1b

<table>
<thead>
<tr>
<th>Date</th>
<th>Teaching Role</th>
<th>Observations / Preparation</th>
<th>Professional Development Portfolio (PDP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Jan* – 15th Feb 2019</td>
<td>All trainees teach approximately 50% of 0.8 timetable (9-10 hours per week) across the age and ability range within the school. KS4 and post-16 experience, if available, are important for their professional development. All trainees are expected to share in all the usual teacher responsibilities: form tutor, break duty, extra-curricular activities, parents’ evenings, open days.</td>
<td>Trainees plan all lessons (with guidance and support from mentor or teacher where appropriate – this should reduce over time). PP1b gives trainees the opportunity to put their medium-term plans into practice and to reflect on their efficacy. Trainees review all lessons. At strategic points during the practice trainees may undertake further observation of teaching in order to facilitate reflection on their own development.</td>
<td>Trainees have actioned and met their individual targets established at the end of the initial practice. Their PDP reflects the trainees’ on-going professional engagement with the Standards, mentor meetings and target-setting across the Standards. It reflects the cyclical nature of target-setting, action, evaluation and review. Trainees to complete critical analysis to record progress against the Standards. Towards the end of the practice the triangulation review takes place between trainee, mentor and EHU tutor.</td>
</tr>
</tbody>
</table>

*NB - If the school/setting return from the Christmas vacation prior to this date, the trainee should return at the same time as all other teaching staff within the practice setting.
This schedule should be adapted to fit trainees’ needs and school circumstances.

<table>
<thead>
<tr>
<th>Date</th>
<th>Teaching Role</th>
<th>Observations / Preparation</th>
<th>Professional Development Portfolio (PDP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice 2: Induction and Preparation Period (2 weeks)</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; March – 22&lt;sup&gt;nd&lt;/sup&gt; March 2019</td>
<td>No formal teaching role during induction and preparation weeks, although trainees should be encouraged to support mentors and teachers in lessons.</td>
<td>Trainees MUST send a copy of their timetable to their course leader by e-mail within 5 days of commencing the practice. They take the opportunity to enter relevant evidence into their Portfolios based on their experiences during the preparation days in the context of this new school setting.</td>
</tr>
<tr>
<td></td>
<td>Induction – Trainees are inducted into the school’s policies, practice and ethos. They familiarise themselves with routines and expectations and meet key personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Their timetable is negotiated based on their end of PP1b targets and they meet the classes and teachers with whom they will be working.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Professional Practice 2

<table>
<thead>
<tr>
<th><strong>25th March – 21st June 2019</strong>*</th>
<th><strong>Trainees are required to teach about 70% of a normal teaching load (approximately 14 hours).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>They should fully engage with the process of planning, delivering and evaluating lessons under the guidance of the Edge Hill University Partnership Trainer.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>At this final stage, it is also appropriate for them to team teach and support small groups e.g. revision/booster/master classes.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Trainees focus on the individual classes and pupils they will be teaching and produce clear, detailed lesson plans. They use the departmental assessment system to regularly mark pupils’ work and set targets for improvement.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>It is still appropriate for trainees to observe some classes according to trainee need and by negotiation between trainee and Edge Hill University Partnership Trainer.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Experience Days:</strong> Each trainee should complete 3 Primary experience days related transition activity/arrangements.</td>
</tr>
<tr>
<td></td>
<td><strong>3 additional days to be allocated to experience of the following aspects of training if needed, based on trainee needs/prior experience: Post-16; EAL; Schools Facing Challenging Circumstances.</strong></td>
</tr>
</tbody>
</table>

*the trainee should follow the school’s Easter holiday pattern*

### w/b 6th May 2019: Professional Practice 2 Interim Report to be prepared/completed

**Trainee submits form to Course Leader by 17th May 2019**

<table>
<thead>
<tr>
<th><strong>Curriculum Mentor (CM) Sessions</strong></th>
<th><strong>Professional Mentor (PM) Sessions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CMs support the trainees through weekly CM meetings focussed on trainee targets and areas for development.</td>
<td>PMs induct the trainees into their schools and offer targeted support as appropriate to individual trainees. Advice on job applications and interviews would be beneficial. PMs are also responsible for providing a programme of Professional Development sessions as an enhancement of trainees’ professional engagement and experience.</td>
</tr>
<tr>
<td>DOCUMENTATION</td>
<td>WHO IS RESPONSIBLE?</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Professional Practice Handbook</td>
<td>CM* Trainee</td>
</tr>
<tr>
<td>Professional Practice Timetable</td>
<td>Trainee CM PM</td>
</tr>
<tr>
<td>Induction to Department</td>
<td>CM</td>
</tr>
<tr>
<td>Observation of Professional Practice</td>
<td>CM and other teaching colleagues</td>
</tr>
<tr>
<td>Record of Curriculum Mentor Meetings (within PDP file)</td>
<td>Trainee</td>
</tr>
<tr>
<td>Record of Professional Mentor Meetings (within PDP file)</td>
<td>Trainee</td>
</tr>
<tr>
<td>Professional Practice 1 Interim Assessment Form</td>
<td>Trainee/ CM</td>
</tr>
<tr>
<td>Professional Practice 2 Interim Assessment Point (Update Trainee Teacher Profile)</td>
<td>Trainee/ CM</td>
</tr>
<tr>
<td>End-of-Professional Practice Report Form</td>
<td>PM, CM and trainee</td>
</tr>
<tr>
<td>Reflective Professional Practice Schedule, School-based Tasks &amp; Professional Mentor Guidance</td>
<td>PM, CM, trainee</td>
</tr>
</tbody>
</table>

*The Professional Development Portfolio (PDP) contains key documentation relating to the trainee's progress and target setting throughout the year and, as such, gives a holistic overview of training.*
The successful delivery of high quality school-led teacher training depends on an effective partnership, where each participant has clear and well understood roles and responsibilities.

In Secondary ITT the main participants are the:
• Professional Mentor
• Curriculum Mentor
• Trainee
• Edge Hill University Visiting Tutor
• Partnership Quality Officer

Professional Mentor

The Professional Mentor has overall responsibility for trainees during their practice, liaising with Edge Hill University’s Partnership Quality Officer and with Curriculum Mentors, coordinating the practices and monitoring the professional development of trainees.

In ITT partnership schools/colleges/settings, the Professional Mentor will:
• Ensure that trainees receive an appropriate induction; including health and safety and safeguarding as detailed in the Professional Practice Handbook;
• Provide trainees with timetabled opportunities to train with learners across the age and ability range as required for the type of practice and the training needs of each trainee;
• Enable trainees to access professional activities outside the timetable, such as pastoral/tutorial work, staff meetings, staff development events, parents’ evenings and extra-curricular activities;
• Monitor and assess trainee performance against the Teachers’ Standards (2012);
• Ensure any cause for concern is identified and communicated to Edge Hill University tutors;
• Support the Curriculum Mentor through the ‘at risk’/remediation procedure;
• Participate in the ‘at risk’/remediation procedure, on behalf of the school/college, for a trainee who is identified as being at risk of failure;
• Be responsible for coordinating the end-of-practice report writing and authoring the professional attributes section;
• Liaise with Partnership Quality Officers and external examiners;
• Provide an agreed programme of training seminars on whole-school/college/setting priorities and initiatives;
• Monitor the observation of trainees on practice as appropriate; supporting new Curriculum Mentors, engaging in joint observations with school/college staff to ensure quality assurance and moderation procedures, responding to identified causes of concern in respect of trainee progress and achievement, ensuring that Curriculum Mentors return the interim grade form to Edge Hill University;
• Coordinate the work of Curriculum Mentors, ensuring that the training entitlement is met;
• Ensure that support mechanisms are in place for the trainee;
• Coordinate the review process for end-of-practice report writing and the completion and collation of final evaluation reports;
• Ensure all Curriculum Mentors are trained prior to mentoring Edge Hill University trainees and that they are updated every two years;
• Keep a record of all Curriculum Mentor details, confirmation of training undertaken and dates
• Maintain a file containing all relevant documentation for practice, including all trainee information, observations, reports and ‘at risk’ documentation, if relevant;
• Ensure that Faculty priorities are shared with all Curriculum Mentors.

**Curriculum Mentor**

Curriculum Mentors have responsibility for the professional development of trainees attached to their department. In this role they will need to liaise with the Professional Mentor, their departmental colleagues and with Edge Hill University’s visiting subject tutor.

In an ITT partnership professional practice, specific responsibilities include:

- Providing a trainee with an appropriate compliant teaching timetable;
- Observing a trainee and providing written and verbal feedback to inform trainee reflection and target setting (at least one Formative Observation of Teaching and Learning and within the curriculum area per week on PP1b and PP2);
- Ensuring that at least one joint observation is completed with the Edge Hill University Visiting Tutor;
- Monitoring and assisting a trainee in reviewing and recording their progress and achievement and supporting their progress through target-setting activities;
- Assessing trainee performance against the Teachers’ Standards (2012);
- Completing an interim grade report and ensuring it is communicated to the relevant course leader;
- Writing relevant sections of the end-of-practice report form.
- Ensuring consistency of judgement of trainee performance across departmental staff who are involved in observing and providing feedback;
- Ensuring all departmental staff understand trainee needs and work to support their professional development, as well as subject knowledge development and enhancement;
- Identifying a trainee at risk of failure and ensuring the Professional Mentor and the Visiting Tutor are informed so that an ‘at risk’/remediation procedure can begin;
- Maintaining a file containing all relevant documentation for practice, including all trainee information, observations, reports and ‘at risk’ documentation, if relevant;
- Liaising with external examiners.

**Visiting Tutor**

The Edge Hill University Visiting Tutor works with Curriculum Mentors to supervise and support the professional development of trainees on professional practice.

In an ITT partnership practice, their specific responsibilities include:

- Monitoring the progress of the trainee through regular contact with Curriculum Mentors;
- Making the agreed number of school/college visits, and additional visits if required;
- Following the agreed protocol for the arrangement of visits, observing trainees in the classroom and providing written and oral feedback;
- Moderating Curriculum Mentor assessments and supporting as appropriate (including joint observations);
- Providing guidance and support to trainees;
- Representing the Faculty in the ‘at risk’/remediation procedures for a trainee during PP1b and Professional Practice 2 experiences.
Trainee

The trainee is at the centre of the training process and is expected to be proactive, not only in identifying their training needs but also in actively engaging in critical reflection and target setting, resulting in value added progress.

All trainees must sign and adhere to the ‘Professional Code of Conduct for ITT Trainees’, which they sign as they begin their programme at Edge Hill University.

**Partner schools/colleges/settings can expect that trainees will:**
- Adopt a professional approach to all aspects of their school/college/setting experience;
- Attend regularly and punctually;
- Adhere to institutional policies and procedures;
- Maintain appropriate professional standards (including dress and demeanour);
- Reflect upon their progress and targets set with mentors at agreed times;
- Take a positive approach to feedback;
- Ensure that their portfolio of professional development is maintained;
- Take a full and active part in the wider aspects of a teacher’s role;
- Engage in driving their progress and achievement forward, seeking every opportunity to observe, implement and lead.

Partnership Quality Officer (PQO)

The Partnership Quality Officer is a key quality assurance role in the Edge Hill University ITT Partnership. A Partnership Quality Officer is identified for a group of schools, colleges or settings and makes contact with them via a visit or a telephone call to ensure that all trainees are receiving their entitlement to training, that the training they are receiving is high quality and that all expectations are being met by the school, college, setting. They ensure that there is consistency in training across the ITT Partnership and identify any effective practice that can be shared across the Partnership.

The Partnership Quality Officer responsibilities include the following:

- Working with a designated group of identified partner schools, colleges, settings (cluster) to assure and enhance the quality of the professional practice and the training for Edge Hill University (EHU) trainees in each school, college, setting
- Sharing the vision and priorities of working in Partnership with the identified contact in each school, college, setting
- Taking responsibility for the knowledge EHU holds on each school, college, setting
- Working with the identified contact in each school, college, setting to ensure that the partnership agreement is signed and fulfilled appropriately
- Ensuring all trainees are receiving their support entitlement from all the Edge Hill University Partnership Trainers/Mentors
- Supporting and quality assuring the delivery of school-based training provided by the Professional Mentors
- Arranging a termly visit or phone call, depending on whether a trainee/s are in the setting, to schools, colleges, settings on their cluster list to meet with the identified contact in each school, college, setting and trainees
- Providing update training to identified contact in each school, college, setting on the allocated cluster list
- Signposting staff to the relevant departments within EHU for Professional Development and School Improvement
• Supporting the completion of the requests for offers that each setting completes
• Checking the Partnership database, prior to a PQQ visit
• Being the point of contact between the school, college, setting and EHU for additional professional practice requests
• Liaising with Central Student Recruitment to share key messages about working in partnership with EHU
• Completing a full report, termly, on schools, colleges, settings within the allocated cluster
• Retaining a paper copy and submit an electronic copy of the report within 1 week of the visit to Secondarypartnership@edgehill.ac.uk

Any issues or concerns identified are addressed by either the PQQ, the Professional Support Team or the Course Leader as appropriate.
Guidance for Curriculum Mentors

Professional Practice 1 (Phases 1a and 1b)

Before the practice begins:

Please prepare copies of the following information for trainees:

- Class timetables and class lists;
- A trainee schedule showing when they will be able to:
  - have an induction to the department;
  - have general discussions with you during the practice;
- The school /departmental key policies and handbooks as appropriate.

Professional Practice 1a

Throughout Phase 1a of the practice, please:

- help your trainees to implement their schedule of teaching and observations, varying it as appropriate to suit their needs and the school’s circumstances; please discuss any major changes/issues with the Professional Mentor;
- establish and co-ordinate an opportunity for the trainee to ‘shadow’ a pupil for a day, noting the different teaching and learning styles the pupil adapts to during the day;
- discuss planning with your trainees:
  - look at their plans for sessions/lessons, and offer suggestions to help them;
  - look at their outline plans for next week’s lessons, say whether they meet your requirements, and offer suggestions to help them;
- informally observe some teaching by your trainees and discuss with them:
  - their evaluations of their teaching and their assessments of children’s learning;
  - your evaluations of their teaching, including specific strengths and suggestions for improvement (you may find it helpful to put these in writing);
- respond to general questions that trainees may ask you about teaching;
- liaise with the Professional Mentor to discuss trainees’ progress; the Professional Mentor will notify Edge Hill University immediately if there are any major problems;
- use the table ‘Guidance on Proformas’ in section two of this booklet as a checklist to ensure that you and the trainee(s) are completing everything and know who needs copies of the forms.

At the beginning of the practice, please liaise with the trainee and your setting’s Professional Mentor to enable the following to take place:

SEND Focus Days
Trainees are required to spend three days engaging with an SEND focus in order to consider the issues of inclusion, and to reflect upon the implications for practice, teaching and learning within their subject.
They are expected to undertake these days during the period November-December 2018. You will need to liaise with the trainee and your setting’s Professional Mentor to organise this within your school/college setting or within an alternative SEND setting with which you have links.

From November, please:
Start to conduct formative observation of teaching and learning, giving trainees feedback about indicative grading during the early stages of their practice. This process is designed to support trainees into the formal assessment arrangements which will form the basis of Professional Practice 1b.
W/b 26th November, please:
• provide input into the completion of the PP1 Interim Assessment form

**Professional Practice 1b**

**Before Phase 1b begins**

Trainees will normally be continuing in the same school / college where they undertook Phase 1a of Professional Practice 1; therefore you should already have made them aware of the points below.

However, if you have a trainee who has transferred to your school / college for the Phase 1b, please prepare copies of the following information for trainees:

• class timetables and class lists;
• a trainee schedule showing when they will be able to:
  o have an induction to the department;
  o have general discussions with you during the practice;
• the school /departmental key policies and handbooks as appropriate;

**Throughout the practice,** please:

• help your trainees to implement their schedule of teaching, varying it as appropriate to suit their needs and the school's circumstances; please discuss any major changes/issues with the Professional Mentor;
• discuss planning and teaching with your trainees:
  o look at their plans for sessions/lessons, and offer suggestions to help them;
  o look at their outline plans for next week's lessons, say whether they meet your requirements, and offer suggestions to help them;
  o look at their medium-term plans and discuss their progress against them;
  o offer guidance and discussion on effective teaching strategies;
• formally and informally observe your trainees' teaching and discuss with them:
  o their evaluations of their teaching and their assessments of children's learning;
  o your evaluations of their teaching, including specific strengths and suggestions for improvement;
• respond to general questions that trainees may ask you about planning, teaching, pupil achievement, assessment and lesson self-evaluation;
• ensure that the trainees are receiving at least one formal, graded written feedback per week;
• ensure that trainees receive a dedicated weekly Curriculum Mentor session from you (one hour or equivalent);
• liaise with the Professional Mentor to discuss trainees' progress; the Professional Mentor will notify Edge Hill University immediately if there are any major problems;
• ensure that all documentation has been completed and that you are aware of who needs copies of which documents.

**At the end of the practice,** please:

• complete the End of Practice Report (see Section 2 of this booklet) – in discussion with the Professional Mentor, Trainee and Edge Hill University Visiting Tutor;
• Give 2 copies of the triangulated report to the trainee to bring in to Edge Hill University;
• Complete the Curriculum Mentor end of practice questionnaire in section two of this
booklet and give it to the trainee to bring to Edge Hill University.

**Progression**

It is important that the progress of the trainee is carefully monitored. You will need to judge when the trainee is ready to move on to the next stage of their training. Trainees who move too quickly to whole class teaching will miss out on the benefits of observing different styles of teaching and learning, and how experienced practitioners deal with classroom management situations. These trainees also frequently fail to adequately develop their planning skills. Trainees should be given sufficient time to reflect upon their planning and teaching. Trainees who progress too slowly will lack experience for the Developmental Phase of training. Concerns about the progress of your trainee should be raised as early as possible.

**Research and Enquiry**

During **Phases 1a and 1b** their training, trainees will be beginning to identify possible areas of research within the subject area, school or department. Mentors are encouraged to facilitate a trainee’s access to appropriate materials, resources and colleagues to enable the trainee to develop his/her line of enquiry.

By **Phase 1b** of their training, PGCE trainees will be completing research for their Research module. Please discuss with trainees the work they are doing and support as you can. If you have any queries then please contact the subject Course Leader.

### Professional Practice 2

**At the beginning of the practice:**

Please ask your trainee(s) for a copy of her/his End of Professional Practice 1 Report and Targets and a copy of her/his Trainee Teacher Profile if you haven’t received one from Edge Hill or from your Professional Mentor.

Your trainee(s)’ Course Leader may also have provided suggested themes for your Edge Hill University Partnership Trainer sessions: please ask the trainee if s/he has a copy. All these documents will help you to organise appropriate observation, teaching and mentoring experiences.

**Please organise/provide the following for trainees:**

- An induction to the department to include the department’s key policies, handbooks, syllabuses and schemes of work as appropriate;
- An observation timetable for the first two weeks of the practice;
- A teaching timetable (and relevant class lists) for the third and subsequent weeks in negotiation with the trainee. The weekly teaching load should be about 70% (approx. 14 hours) of a standard teacher’s load;
- A timetable when weekly Edge Hill University Partnership Trainer Sessions will take place;
- In consultation with the Professional Mentor, opportunities for the trainee to be involved in parents’ evenings, report writing, out-of-school learning / activities, pastoral work, form duties and PSHE / Citizenship.
Primary Experience Days
Trainees are required to spend three days within a Primary setting in order to experience a Primary setting environment, curriculum content and delivery and to discuss issues involved in transition. It is a requirement of the PGCE that they reflect upon the implications for practice, teaching and learning within their subject. They are expected to undertake these days during Phase 2 (by 21st June). You will need to liaise with the trainee and the Partnership Development Officer to organise this within a Feeder Primary school setting with which you have links.

Please remember that the interim grade form should be completed by during the week beginning 7th May 2018; trainee sends form to Course Leader by 17th May 2019.

Throughout the practice, please:
• Help your trainees to implement their schedule of teaching and observations, varying it as appropriate to suit their needs and the school's circumstances; please discuss any major changes/issues with the Professional Mentor;
• Discuss planning with your trainees:
  o look at their plans for sessions/lessons, and offer suggestions to help them;
  o look at their outline plans for next week's lessons, say whether they meet your requirements, and offer suggestions to help them;
  o check that they are keeping their teaching file and Portfolio of Reflective Professional Practice organised and up to date.
• You, or colleagues whose classes the trainee is taking, formally observe the trainee teach at least ONCE a week, provide written feedback and discuss with them:
  o their evaluations of their teaching and their assessments of children's learning;
  o your evaluations of their teaching, including specific strengths and suggestions for improvement (you will find it best to put these in writing on the Observation of Professional Practice form provided by Edge Hill: see Section Two of this booklet).
• Respond to general questions that trainees may ask you about teaching, particularly in relation to assessment and their own targets;
• Liaise with the Professional Mentor to discuss trainees' progress; the Professional Mentor will notify Edge Hill immediately if there are any major problems;
• ensure that all documentation has been completed and that you are aware of who needs copies of which documents.

Post-16 Enhancement Experience
Some trainees may need the opportunity to engage with these aspects of the Standards during their final Professional Practice. If this is the case, this can be arranged in one of two ways:
• The trainee liaises with the Partnership Trainer and the Professional Mentor in the PP2 setting to arrange time in a Post-16 setting with which their PP2 setting has links or
• Course Leaders and the Partnership Development Officer will arrange and coordinate appropriate opportunities by contacting Mentors, trainees and relevant colleagues in the post-16 institutions.

Since engagement with post-16 is very important for their professional development and for meeting the Standards we would be very grateful for your help in releasing trainees at appropriate times.
At the end of the practice, please:

- Be part of the triangulation meeting with the Edge Hill University Visiting Tutor and trainee;
- Ensure that all documentation has been completed and that you are aware of who needs copies of which documents;
- In liaison with the trainee, complete the End of Professional Practice 2 Report (See Section two of this booklet).

Electronic copies of all documentation is available here:
http://www.edgehill.ac.uk/educationpartnership/secondary-education/
Assessment

Reaching an assessment judgement about a trainee's attainment against the Teachers' Standards

This guidance is designed to provide support to all members of the Edge Hill University ITT Partnership in ensuring accuracy and consistency in the assessment of trainees.

Assessing trainees: important considerations

Remember the training programme is the first part of a teachers’ professional development and we are committed to ensuring a smooth and successful transition to NQT induction.

A. The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners. (‘Initial teacher education inspection handbook,’ March 2015, Paragraph 125).

B. When assessing the quality of trainees' teaching over time, reference should be made to the Teachers' Standards in full (‘Initial teacher education inspection handbook,’ March 2015, Paragraph 126). The bulleted sub-headings should be used to:
   - track progress against the Teachers’ Standards;*
   - determine areas for additional development;*
   - identify strengths which indicate excellent practice;*
   - enable the identification of aspects of, for example, outstanding practice for Good (grade 2) trainees and good practice for trainees with Meeting Expectation (grade 3) in order to show that they are exceeding the minimum in aspects of the Teachers’ Standards.
* ‘Initial teacher education inspection handbook,’ March 2015, Paragraph 129, paraphrased.

C. The Standards need to be applied as appropriate to the role and context within which a trainee is practising. 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. (‘Teachers’ Standards,’ Paragraph 6).

D. Trainees' teaching over time should be assessed in relation to:
   - the impact they have on the progress and learning over time of the pupils for whom they are responsible;
   - the context and content of their teaching, over sequences of lessons; the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers’ Standards and not on individual lessons.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees’ marking and feedback, trainees’ assessment and planning records and evidence of their own and their pupils’ progress and learning over time.

E. Assessment must be informed by evidenced, professional judgements which are accurate and rigorous. Judgements need to be based on the quality of the trainees’ teaching overall and reflect their impact on pupil progress and learning over time. Weaknesses or strengths in some of the Teachers' Standards may have significant impact on performance in others. It is essential that all grades, comments (regarding trainee and pupil progress and learning) and targets are aligned with the grade descriptors for the grade being awarded.
Guidance for the conduct of observations:

Informal observations

In 2018/19 a new method of providing feedback for all lessons observed was introduced, and acquired the title of ‘the green book’. The impact was such that for 2018/19 every trainee has been provided with an exercise book with a green cover. Whoever is observing the lesson is asked to provide feedback in the format of:

• 3 good points
• 3 points for development

The trainee then records their response to the points of development.

Formal observations

Guide for Observers – Before the Lesson:
• Identify and agree a key focus for the observation based on previous feedback and targets set by the trainee and their Edge Hill University Partnership Trainer
• Agree times of observations well in advance
• Request a preview of the lesson/session plan and relevant medium term plan

Guide for Observers – During the Lesson:
• Try to position yourself where you will not distract the trainee or the pupils
• Ensure that the pupils are not confused by your role in the lesson
• Respect professionalism if it becomes necessary to challenge the teaching
• Do not hesitate to intervene if there are Health and Safety issues
• Identify key points during the lesson; log what you see and hear
• Sample learners work books and consider the quality of assessment and feedback for progress
• Refer to the Teachers’ Standards (2012) when developing feedback and targets

Guide for Observers – After the Lesson:
• Agree an adequate period of time and a private place for debriefing
• Give brief informal feedback at the end of the observation, keeping comments as positive as possible
• At the formal review of the lesson (within 24 hours) adopt a mentoring approach so that trainees are able to develop a critical perspective of their own teaching
• In consultation with the trainee set clear targets against the Teachers’ Standards for future development

Feedback
• Feedback should be focused so that it is both supportive and developmental
• Targets should be negotiated with trainees and be specific to individual needs and relate to the Teachers’ Standards and pupil progress. These should be SMART, i.e. S = Specific, M = Measurable, A = Achievable, R = Relevant, T = Time bound
• Grading of the lesson is to take account of pupil/ learner progress taking into account a range of pupil assessments.
• Curriculum Mentor and Trainee both sign the Formative Observation of Teaching and Learning and each keep a copy
Supporting Trainee progress:

**Developing Outstanding Trainees:**
Ensure the following are taking place:
- Difficult ideas or skills, taught in an inspiring and very effective way
- Assessment and teaching that enables pupils to play a very strong part in making and recognising improvement in their work
- All pupils engrossed in work and make much better progress than could be expected
- Achievement very high, teaching consistently challenging and interesting stemming from excellent subject knowledge
- Match to pupils’ needs is sensitive and TAs support learning very well
- Assessment information used directly in planning to impact on pupil progress
- Feedback on work (oral and marking) is well-focused, diagnostic and helps pupils to see how to improve
- Pupils are helped to judge the success of their work and to set targets for improvement
- Almost all pupils have clear understanding of where to focus their efforts to improve
- Set SMART targets to address identified points linked to the Teachers’ Standards

**Going from Good to Outstanding:**
If you have a trainee who is consistently being graded as ‘good’ and you are trying to move them into the outstanding section of the grading criteria, going through the following process can be of assistance:
- Identify and celebrate their current good practice
- Consider what a grade 1 lesson looks like with the trainee
- Discuss what good or better progress for all learners looks like
- Identify the barriers to achieving grade 1
- Plan for the trainee to observe expert teachers
- Provide opportunities for the trainee to meet and discuss with expert teachers
- Additional opportunities (for example, to organise a trip, lead an assembly)

**Interventions available to support a trainee requiring improvement:**
- Clear identification of areas for concern to enable effective and appropriate support, for example is the issue around subject knowledge or planning skills?
- SMART target setting to identify key areas of focus and appropriate strategies for improvement
- Identify appropriate and clear communication pathways, for example set a fixed timescale for the submission of lesson plans
- Observation of expert practitioners either at the setting or in a partner school/college
- Team planning and teaching with class teacher/Edge Hill University Partnership Trainer
- Discussions and reflections with expert practitioners
- Additional tutor visits to provide additional feedback and review target setting
- Tutorial at Edge Hill University
- A one day shadowing of an outstanding trainee in another setting

**Cause for Concern**
In some situations there may be concerns regarding the trainees’ development. In these instances the following guidelines need to be adhered to:
- Ensure that any cause for concern is identified and communicated to Edge Hill University tutors as soon as possible.
- The Curriculum Mentor will work with the Professional Mentor to set clear targets and timelines that are jointly agreed and communicated to the Edge Hill University tutors. Request an additional support visit by the visiting tutor.
- If the trainee does not make sufficient progress then the trainee will need to go through the formal ‘requires improvement’ ‘at risk’ remediation procedure. This is a joint Edge Hill
University and school/college/setting process and requires agreement from all parties using specific documentation.

- Where there is a risk of the student failing the professional practice, the 'At Risk' procedure must be followed and the trainee must be given 2 weeks to address the targets. It is only after this process has been completed and the trainee has failed to make sufficient progress that it can be stated that the trainee has failed.
- Where there is evidence of serious misconduct the trainee can be withdrawn from the professional practice.
Assessment of Trainees

Teachers' Standards (2011, revised 2013)
Teachers in training are assessed against the Teachers’ Standards (2011, revised 2013), recognising that by the end of training a trainee should be able to assess his or her own practice accurately as well as receive feedback from colleagues.

The Teachers’ Standards state that:
‘Providers of Initial Teacher Training (ITT) will 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 qualified teacher status (QTS). Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State’s Requirements for Initial Teacher Training’.

Assessment Activities
Assessment of trainees is made through a range of assessment activities (outlined below). In order to give trainees clear and appropriate guidance in relation to these assessment activities, written feedback forms are completed.

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of teaching assessed against the Teachers’ Standards which underpin all aspects of pupil progress.</td>
<td>Trainees’ teaching: focus on the features of a teaching session/lesson and the impact on pupil learning and progress.</td>
</tr>
<tr>
<td>Consideration of assessment, feedback and learner progress using pupil work, marking, feedback and tracking of progress</td>
<td>Class work, assessment and feedback to learners, pupils’ feedback, trainee tracking documents of the classes they teach.</td>
</tr>
<tr>
<td>Consideration of trainees’ files, including discussions with individuals, pairs or groups.</td>
<td>Trainees’ files: focus on the trainees’ planning and assessment files and evaluations.</td>
</tr>
<tr>
<td>Meetings with individuals, pairs or groups.</td>
<td>Trainees’ explanations: focus on their ability to discuss their performance during the professional practice.</td>
</tr>
<tr>
<td>Reflection upon all of the above.</td>
<td>Trainees’ characteristics: focus on trainees’ overall characteristics as evidenced throughout the Professional Practice.</td>
</tr>
<tr>
<td>Interim and End-of-Professional Practice Assessments</td>
<td>Trainees identify key achievements and targets for development against the Teachers’ Standards. These are discussed and moderated in discussion with the Curriculum Mentor and Visiting Tutor.</td>
</tr>
</tbody>
</table>
The Teachers’ Standards: Using the Assessment and Grading Criteria

The Assessment and Grading Criteria are presented as a practical interpretation of the criteria for individual trainee’s assessment linked to the bulleted sub-headings for each Standard.

The Assessment and Grading Criteria also reference the Ofsted criteria for judging the quality of outcomes for trainees as set out in the ‘Initial teacher education inspection handbook’ (March 2015).

The Teachers’ Standards provide a benchmark of the minimum requirements for recommendation for QTS that should be expected of trainee teachers by the end of their training. It is expected however that all trainees exceed the minimum level and will exceed the Teachers’ Standards at a Good (grade 2) or Outstanding (grade 1) level by the end of their training, with no trainee identified as simply Meeting Expectations (grade 3).

The Assessment and Grading Criteria should be used formatively by those assessing trainees to help track progress against each Standard, to determine areas where additional development might be required, where an intervention needs to be in place, or to identify areas where a trainee is already exceeding the Standards beyond the minimum level. This approach provides an opportunity to map the trainee’s progress, highlight priorities for professional development, support target setting and provide the trainee with a clear pathway to reach their potential.

Guidance for Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher’s career.

Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day-to-day basis. Please note that additional evidence does not need to be collated for this Standard.

Trainees should normally be evidencing Personal and Professional Conduct at an excellent level to be Outstanding (grade 1). Trainees should be evidencing Personal and Professional Conduct at a consistently high level to be Good (grade 2).
Formative Observation of Teaching and Learning and the weekly progress review tutorial

The weekly meeting that the Mentor has with their trainee is a training session in which the Mentor should:

- Review the formative observation of teaching and learning (the time to be devoted to observation will vary from trainee to trainee, and according to their circumstances and needs, and the school/college timetabled lesson length)
- Review pupils' progress and the impact that the trainee is having on the learning (including discussions with pupils, observation of pupils' responses in lessons and in their work books; gathering of evidence from the trainee)
- Talk to the TA, or other adults the trainee has worked with
- Review pupils' work books, including a consideration of the impact of trainee's feedback and marking
- Read the trainee's files (e.g. planning and evaluation files, including evidence of the trainee's own progress over time; assessment files, including records and evidence of pupils' progress over time)
- Discuss the trainee's progress against targets, including the trainee's self-assessment
- Highlight the trainee's achievement on the Assessment and Grading Criteria grid
- Complete a minimum of one formal Formative Observation of Teaching and Learning form per week
- Signpost and deliver training against targets and ensure appropriate interventions, so that the trainee can address the targets

This meeting should be recorded on the Weekly Progress Review form.

The Formative Observation of Teaching and Learning Form, which includes the Assessment and Grading Criteria grid, should be completed in the following way:

1. The trainee's current targets should be written on page 1 of the proforma (these should be taken from the current targets that the trainee is working on). Progress against these targets should be summarised, together with the focus for the lesson to be observed, its planned impact on pupil progress and the proposal focus for the evaluation. The Mentor should highlight for each Standard descriptor (on the Assessment and Grading Criteria grid) the aspects that are achieved in the lesson, so that the trainee is aware of the level s/he is currently operating at.

   *The main focus of the lesson observation is the impact that the trainee's teaching is having on the learning and the progress in the lesson.*

2. The Mentor should then reflect upon the evidence of the impact that the trainee's teaching is having upon the children's learning and the progress they are making. Using all the evidence from the lesson observed, from the trainee's files, from pupils' books, and from relevant discussions, the Mentor should identify *key strengths and areas to develop*, linked to relevant Standards, using the Assessment and Grading Criteria as a reference.

3. Targets for the trainee to work on over the coming week should be identified; these should be referenced to the Standards, should identify both generic and subject-specific targets, and a clear indication of how the trainee can achieve these should be shared.

4. If any of the descriptors are highlighted in the Inadequate (grade 4) column this should be indicated on the proforma and the trainee's Visiting Tutor should be contacted immediately so that appropriate remediation can be instigated as soon as possible.

5. If a trainee is identified as only Meeting Expectations (grade 3) during Professional Practice phase 2, the Visiting Tutor should be contacted immediately so that, depending on the stage of training, grade 3 intervention strategies can commence.
6. One copy of the proforma should be given to the trainee and one copy should be retained by the Mentor.
7. It is the responsibility of the Visiting Tutor to review the completed Formative Observation of Teaching and Learning forms.

Interim Assessment

At the mid-point an interim review meeting replaces the weekly meeting. During the discussion, achievements to date are highlighted and targets agreed. Progress is reviewed to ensure that the trainee is on track to meet the Teachers' Standards by the end of the Professional Practice.

The sources of evidence to be used are the same as those set out in the weekly training section above.

The Mentor should complete the Interim Assessment Form indicating whether the trainee is on track to meet the Teachers’ Standards by the end of the Professional Practice, based on the evidence and the potential of the trainee. Upon completion, the Interim Assessment Form should be emailed, within 24 hours, by the Mentor to secondarypartnership@edgehill.ac.uk.

Summative Assessment of each Professional Practice

At the end of each Professional Practice, a triangulation meeting between the trainee, the Mentor and the Visiting Tutor takes the place of the usual weekly meeting. Targets are reviewed and agreed; the trainee is also given an overall grade based on their overall performance. The sources of evidence to be used are the same as those set out in the weekly training section above.

When preparing a summative report, it is essential that there is a clear alignment between the overall grade awarded, the related commentaries and the targets which are set.

Judgements of Trainee Achievement and Progress

During the course of their training programme, it is to be expected that trainee progression against the Teachers’ Standards will reflect their stage of training. It is reasonable to expect that trainee performance might look as follows:

<table>
<thead>
<tr>
<th>Phase of Training</th>
<th>Expected baseline performance against Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice 1a</td>
<td>By the end of this practice, trainees should be securely – Working Towards the Teachers’ Standards. Professional judgement should be made regarding which aspects of the Standards a trainee has had opportunity to address at this early stage in their training.</td>
</tr>
<tr>
<td>Professional Practice 1b</td>
<td>By the end of this practice, we would expect most trainees to be working towards grade 1 or 2 overall. It is likely that they may still require improvement against more challenging criteria or those for which they have had limited experience.</td>
</tr>
<tr>
<td>Professional Practice 2</td>
<td>By the end of this practice, trainees should be achieving either grade 1 or 2. This will be reflected in the trainee’s ability to identify how each of the Teachers’ Standards impacts upon pupil learning.</td>
</tr>
</tbody>
</table>
End-of-Professional Practice judgements of trainee achievement

When making overall judgements of trainee achievements against the Teachers’ Standards, mentors should consider the following:

- Observations of the trainee in school/college;
- Pupil / learner progress using a range of evidence;
- Dialogue with the trainee about their performance and future developments;
- Scrutiny of documentation in Professional Development Portfolio and teaching files.

Determining a Grade

The end-of-Professional Practice triangulation meeting will normally take place when the trainee has reached a Good (grade 2) or Outstanding (grade 1) level in their teaching. The timescale for this meeting will be identified in the Professional Practice handbook, however, a different date may be agreed for some trainees which will be agreed between the Mentor, the Visiting Tutor and the trainee.

Mentors should consider the use of the ‘best fit’ method for determining the overall grade for the Professional Practice. (Remember that, although the grading criteria are based on the Teachers’ Standards, it is a tool to measure trainees working towards QTS.)

Consider evidence gathered by the trainee including teaching files, planning, training plans subject knowledge and experience.

The final grade for Professional Practice 2 will be awarded as follows:

**Outstanding (Grade 1)**

‘All 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 excellent practice in the majority of the Standards for teaching and all related to their personal and professional conduct.’

For a trainee’s final grading to be 1: pupil progress and learning over time must be good or better than expected. Much of the quality of trainees’ teaching over time is Outstanding (grade 1) and never less than consistently Good (grade 2).

**Good (grade 2)**

All 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 excellent practice in some of the Standards for teaching and all related to their personal and professional conduct.

For a trainee’s final grading to be 2: pupil progress and learning over time must be at least as expected. Much of the quality of trainees’ teaching over time is Good (grade 2); some is Outstanding (grade 1).

**Trainees who are judged as Meeting Expectation**

Any trainee in this category (grade 3) from the end of Professional Practice 1 onwards needs to be considered as a cause for concern as early as possible. As soon as a potential grade 3 trainee is identified the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer-term targets for the trainee, should be agreed and recorded on the Intervention Plan (see appendix 2). Explicit training actions should be defined, monitored and recorded; and weekly updates maintained. The interventions to secure progress will be entirely dependent upon the trainee’s individual needs but may include: tutorial meetings, bespoke training sessions, observation of outstanding practitioners, and
additional professional practice training days. A trainee who reaches the end of Professional Practice 2 at grade 3 level may be able to extend their PP2 to support further development.

Submitting the End-of-Professional Practice Report Form

The Mentor and trainee should complete the End-of-Professional Practice Report Form, indicating the final overall grade for the trainee. Upon completion of this, it is the trainee’s responsibility to submit it to the Secondary Professional Support Team by the date specified, in order that the information can be reported to the appropriate assessment and award boards. All necessary signatures must be in place on the form, which must be in hard copy format (electronic versions of the form will not be accepted). Trainees are advised to take a photocopy of the form before submitting it, for their own records.

Any trainees not returning to campus following the completion of professional practice must send a copy to:

Secondary Professional Support Team
Faculty of Education
Edge Hill University
St Helens Road
Ormskirk
Lancs
L39 4QP.

This must be posted securely, to be signed for upon receipt. Trainees should retain a copy of the proof of postage, in case of query.

Failure to present the completed End of Professional Practice Form by the date specified may mean that the trainee’s profile is recorded as incomplete at the assessment or award board.
**ITT TEACHERS’ STANDARDS ASSESSMENT CRITERIA**

**PART ONE: TEACHING**

**TS1. 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.

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FAILING TO MEET THE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They constantly motivate pupils to participate and contribute in an atmosphere highly conducive to learning.</td>
<td>• They are reliable in motivating pupils to participate and contribute in an atmosphere conducive to learning.</td>
<td>• They are able to motivate pupils to participate and contribute in an atmosphere conducive to learning.</td>
<td>• They do not: encourage pupils to participate and contribute in an atmosphere conducive to learning.</td>
</tr>
<tr>
<td>• They consistently set high expectations which challenge all pupils in different training contexts.</td>
<td>• They consistently set high expectations of pupils in their different training contexts.</td>
<td>• They have set appropriately high expectations, believing that all pupils have the potential to make progress.</td>
<td>• set appropriately high expectations to allow all pupils to reach their full potential.</td>
</tr>
<tr>
<td>• There are high levels of mutual respect between the trainee and pupils.</td>
<td>• They are well respected by learners and effectively promote pupils’ resilience, confidence and independence when tackling challenging activities.</td>
<td>• They are able to develop a rapport with a range of individuals and groups. As a consequence of this, most pupils are engaged in their learning.</td>
<td>• develop a rapport with individuals and groups. As a consequence of this, most pupils are not fully engaged in their learning.</td>
</tr>
<tr>
<td>• They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities.</td>
<td>• They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities. As a result of this, most learners are enthused and motivated to participate.</td>
<td>• They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</td>
<td>• demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</td>
</tr>
<tr>
<td>• They generate high levels of enthusiasm, participation and commitment to learning.</td>
<td></td>
<td>• They demonstrate enthusiasm for working with children and young people and for teaching and learning.</td>
<td>• demonstrate enthusiasm for working with children and young people and for teaching and learning.</td>
</tr>
</tbody>
</table>
TS2. Promote good progress and outcomes by pupils
- be accountable for attainment, progress and outcomes of the pupils
- plan teaching to build on pupils’ capabilities and prior knowledge
- 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.

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FAILING TO MEET THE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- They assume a high level of responsibility for the attainment progress and outcomes of all pupils they teach.</td>
<td>- They assume responsibility for the attainment, progress and outcomes of the pupils they teach.</td>
<td>- They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional.</td>
<td>- They do not: - assume responsibility for the attainment, progress and outcomes of the pupils they teach.</td>
</tr>
<tr>
<td>- They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time.</td>
<td>- They demonstrate a sound understanding of the need to develop pupil learning over time.</td>
<td>- Their short- and medium-term planning consistently takes into account the prior learning of the pupils.</td>
<td>- demonstrate understanding of the need to develop pupil learning over time.</td>
</tr>
<tr>
<td>- They are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.</td>
<td>- They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching.</td>
<td>- They support pupils in reflecting on their learning and identifying their progress and emerging learning needs.</td>
<td>- takes into account the prior learning of the pupils.</td>
</tr>
<tr>
<td>- They actively promote engaging and effective methods that support pupils in reflecting on their learning.</td>
<td>- They use their knowledge of effective teaching strategies to encourage independent learning</td>
<td>- When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance.</td>
<td>- encourage independent learning.</td>
</tr>
<tr>
<td>- They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils’ prior attainment, which has been obtained through systematic and accurate assessment.</td>
<td>- They set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.</td>
<td>- They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice.</td>
<td>- set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils fail to make good progress.</td>
</tr>
<tr>
<td>- They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</td>
<td></td>
<td>- They plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</td>
<td></td>
</tr>
</tbody>
</table>
TS3. 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

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FALING TO MEET THE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They draw on their in-depth subject and curriculum knowledge, including knowledge of their subject specialism, to plan confidently for progression and to stimulate and capture pupils' interest.</td>
<td>• They have well-developed knowledge and understanding of the relevant subject/curriculum areas and subject specialism they are training to teach and use this effectively to maintain and develop pupils' interest.</td>
<td>• They have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas and subject specialism to teach effectively in the age phase for which they are training to teach.</td>
<td>• They do not:</td>
</tr>
<tr>
<td>• They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.</td>
<td>• They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.</td>
<td>• They know how learning progresses within and across the subject/curriculum age phases they are training to teach, in relation to the development of key concepts and of learners' common misconceptions.</td>
<td>• have sufficient knowledge and understanding of the relevant subject/curriculum areas and subject specialism they are training to teach.</td>
</tr>
<tr>
<td>• They are astutely aware of their own development needs in relation to extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training.</td>
<td>• They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career.</td>
<td>• They are able to respond appropriately to subject-specific questions learners ask.</td>
<td>• make use of their subject and pedagogical subject knowledge or address common errors and misconceptions effectively in their teaching.</td>
</tr>
<tr>
<td>• They model very high standards of written and spoken communication in all professional activities.</td>
<td>• They model good standards of written and spoken communication, and mathematical skills, in all professional activities and encourage and support learners to develop these skills in their lessons.</td>
<td>• They use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject.</td>
<td>• evidence updates for their subject, curriculum and pedagogical knowledge or how to employ appropriate professional development strategies to further develop these in their early career.</td>
</tr>
<tr>
<td>• They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading, writing and mathematics.</td>
<td></td>
<td>• They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so.</td>
<td>• model good standards of written and spoken communication in all professional activities or encourage and support learners to develop these skills in their lessons.</td>
</tr>
</tbody>
</table>
TS4. 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).

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FAILING TO MEET THE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests.</td>
<td>• They show a willingness to try out a range of approaches to teaching and learning, including the use of new technology.</td>
<td>• They employ a range of teaching strategies and resources.</td>
<td>They do not:</td>
</tr>
<tr>
<td>• They select and use new technology to effectively support learning.</td>
<td>• They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes.</td>
<td>• They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes.</td>
<td>• show a willingness to try out a range of approaches to teaching and learning.</td>
</tr>
<tr>
<td>• They are highly reflective in critically evaluating their practice.</td>
<td>• They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.</td>
<td>• When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners.</td>
<td>• plan lessons that take account of the needs of groups of learners and individuals.</td>
</tr>
<tr>
<td>• They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.</td>
<td>• They make a positive contribution to the development of curriculum and resources in their Professional Practice settings.</td>
<td>• They can create an environment in which the learners are usually engaged.</td>
<td>• review and reflect on their own planning and teaching.</td>
</tr>
<tr>
<td>• They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their Professional Practice settings.</td>
<td>• They understand how homework or other out-of-class work can sustain learners’ progress and consolidate learning, and can design and set appropriate tasks.</td>
<td>• They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school’s medium-term plans, schemes of work and curriculum frameworks.</td>
<td>• make positive contribution to the development of curriculum and resources in their practice settings.</td>
</tr>
</tbody>
</table>
TS5. 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.

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FAILING TO MEET THE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure appropriate progression for individuals and groups, including those from underperforming groups.</td>
<td>- They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning.</td>
<td>- They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.</td>
<td>- They do not:</td>
</tr>
<tr>
<td>- They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners.</td>
<td>- They know how to secure progress for learners and how to identify when groups and individuals have made progress.</td>
<td>- They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers.</td>
<td>- adapt their teaching to meet the needs of the individual or groups of learners to support progression.</td>
</tr>
<tr>
<td>- They are able to use effective strategies to support the learning and progress of all pupils, including those eligible for the pupil premium.</td>
<td>- They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils.</td>
<td>- They show awareness of how children and young people develop and take account of this in their teaching.</td>
<td>- recognise potential barriers to learning or how to support with the appropriate deployment of available support staff.</td>
</tr>
<tr>
<td></td>
<td>- They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</td>
<td>- They have some understanding of the challenges and opportunities of teaching in a diverse society.</td>
<td></td>
</tr>
</tbody>
</table>
TS6. 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.

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FAILING TO MEET THE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They can confidently and accurately assess pupils' attainment against national benchmarks.</td>
<td>• They are able to assess pupils' attainment accurately against national benchmarks.</td>
<td>• They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks.</td>
<td>• They do not: demonstrate an understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. They are unable to make accurate assessment against national benchmarks.</td>
</tr>
<tr>
<td>• They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning.</td>
<td>• They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses.</td>
<td>• Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.</td>
<td>• make use of formative and summative assessment strategies, in their planning, to support pupils in making progress.</td>
</tr>
<tr>
<td>• They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.</td>
<td>• They maintain accurate records of pupils' progress and use these to set appropriately challenging targets.</td>
<td>• They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary.</td>
<td>• evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice.</td>
</tr>
<tr>
<td>• They assess learners' progress regularly and work with them to accurately target further improvement and secure appropriate progress.</td>
<td>• They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</td>
<td>• They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach.</td>
<td>• know how school- and pupil-level summative data are used to set targets for groups and individuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups.</td>
<td>• monitor pupil progress and maintain accurate records, even with guidance from experienced teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</td>
<td>• mark pupils' work constructively and provide appropriate oral feedback to pupils.</td>
</tr>
</tbody>
</table>
TS7. 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 both 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, exercise appropriate authority, and act decisively when necessary.

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FAILING TO MEET THE STANDARDS</th>
</tr>
</thead>
</table>
| • They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. | • They work within the school’s framework for behaviour and apply rules and routines consistently and fairly, including those related to tackling bullying, including cyber and prejudice-based bullying. | • They work within the school’s framework for behaviour and can apply rules and routines consistently and fairly, including those related to tackling bullying, including cyber and prejudice-based bullying. | They do not:  
• work within the school’s framework for behaviour or apply rules and routines.  
• have high expectations or understand the strategies that experienced teachers use to promote positive behaviour.  
• manage behaviour effectively or encourage learners to demonstrate positive attitudes towards the teacher, their learning and each other to allow lessons to flow smoothly.  
• seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. |
| • They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. | • They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. | • They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour.  
• They are able to apply these appropriately, in the context of the school’s policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.  
• They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.  
• They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management.  
• They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.  
• They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes. | |
**TS8. 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.**

<table>
<thead>
<tr>
<th>Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</th>
<th>Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL</th>
<th>Meeting Expectation</th>
<th>INADEQUATE - FAILING TO MEET THE STANDARDS</th>
</tr>
</thead>
</table>
| • They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. | • They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. | • They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. | They do not:  
  • seek opportunities to contribute to the wider life and ethos of the school.  
  • build professional relationships with colleagues or work collaboratively when required to do so.  
  • deploy support staff in their lessons or seek advice from relevant professionals in relation to pupils with individual needs.  
  • proactively seek to enhance their own professional learning or value the feedback they receive from more experienced colleagues.  
  • communicate effectively with parents and carers in relation to pupils’ achievements and well-being. |
| • They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. | • They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. | • They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. |  |
| • They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. | • They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. | • They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. |  |
| • They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. | • They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues. | • They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. |  |
| • They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils’ emergent needs. | • They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being. | • They seek out and are responsive to advice from more experienced colleagues. |  |
| • They assume some responsibility for doing so in response to individual pupils’ emergent needs. | • They assume some responsibility for doing so in response to individual pupils’ emergent needs. | • In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. |  |
| • They recognise the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being. | • They recognise the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being. | • They communicate effectively at set points in the school year, including at parents’ evenings and through written reports. |  |
| • They understand the need to communicate at other points in response to individual pupils’ emergent needs. | • They understand the need to communicate at other points in response to individual pupils’ emergent needs. | • They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. |  |
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 pupils’ 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 for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance, punctuality, and appropriate professional dress.

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

All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that:

- They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions.
- They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity.
- They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.
- They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation.
- They are aware of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document.
**Ofsted Inspection of Initial Teacher Training**

The inspection process is a two part process and the University and its Partnership will have two days’ notification of an Ofsted Inspection.

**Stage One** can take place at any point during the summer term; with a focus upon the quality of training and observations of trainees’ teaching (final year trainees) and learners’ progress.

**Stage Two** will occur in the autumn term, following the completion of the training programme and will focus on the quality of NQTs’/Former Trainees’ teaching and learners’ progress as a result of the training provided by the Partnership.

The Inspection of ITT will focus on three key areas of judgement:
- Outcomes for Trainees
- Quality of Training across the Partnership
- Leadership and Management of the Partnership

Inspection activities will include:
- Observation of trainees teaching and learners’ progress
- Discussion with trainees
- Observation of school-based mentors
- Discussion with school-based mentors
- Observation of university-based teaching sessions
- Discussion with university tutor teams
- Discussion with NQTs/former trainees

As a Curriculum Mentor or Professional Mentor your discussion with Ofsted Inspectors will focus on the following:

- Have you been trained by Edge Hill University’s partnership to undertake your role as a school-based mentor?
- When were you last trained?
- What are the Secondary Area’s current priorities for improvement?
- How well do trainees attain in your school/college/setting?
- How is the trainee you are currently training progressing? What grade is s/he currently operating at and what are his/her current targets?
- How is your voice heard within the Edge Hill University partnership?
- How effective is the communication from the university?
- How do you evaluate the training that takes place in your school/college/subject and what is the improvement process that is undertaken?

If you need any help, advice or support with this aspect of the training partnership please contact secondarypartnership@edgehill.ac.uk and a member of the team will be in touch.
External Examiner(s)

Degree awarding bodies are responsible for the quality of their educational programmes and the standard of the awards to which they lead; and the external examination system within UK higher education is one of the principal means for assuring both.

Within the Faculty of Education, we work with External Examiners and External Consultants; both of these roles are taken by experts in their subject, or field of work. The External Examiner is a colleague from another Higher Education Institution, and the External Consultant is a colleague from a setting, school or college. External colleagues are independent experts who have no significant prior association with the programme team.

Our External Examiners are valued partners at Edge Hill University and the work they undertake allows programme teams to be assured of the quality of the programmes delivered and, at the same time, supports programme teams in identifying enhancement opportunities in order to continue to improve programmes.

All external colleagues will visit a sample of trainees on Professional Practice, will observe them teaching, and may look at trainees’ files. They will also talk with school / college colleagues. All of these activities allow externals to judge the quality of the programme being delivered.

Externals also review samples of assessments, in order to judge the accuracy and fairness of marking being undertaken; and, they will meet with a group of trainees at the university to discuss all aspects of their studies.

At the end of the year externals attend the relevant assessment boards, in order to confirm that the marks and awards being made are made fairly and rigorously.

At the end of the examination process external colleagues write a report which outlines their findings, observations and judgements. This is a significant document which allows programme teams to celebrate strengths and identify areas to develop. The reports are located in the relevant area of the VLE for you to read; along with the programme team’s response to the report.
Health and Safety

The University and school/college/setting have a duty of care towards the trainee/student while they are in the school/college/setting.

In order to fulfil this duty of care the University will:

- Prepare the trainee/student for the Professional Practice and ensure they are aware of general health and safety aspects (this does not include the specific information needed for any particular schools, college or setting)
- Give the trainee/student an opportunity to notify the University of any health and safety problems encountered whilst in the school/college/setting
- Respond to any negative feedback received from trainee/students regarding health and safety practices during Professional Practice, by informing the school/college/setting

During any Professional Practice, we expect our trainee/students to be effective, safe and reliable people. However, during Professional Practice, trainee/students are under the control of the school/college/setting, therefore the statutory duty of care and consequent liabilities rest with the school/college/setting.

We expect you to treat trainee/students in the same way as you would treat your employees with regards to health, safety and welfare.

You will be expected to:

- Provide the trainee/student with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions
- Include the trainee/student in the risk assessment programme as necessary, if it affects activities undertaken by them; also the completion of any relevant pregnancy risk assessments and any personal Emergency Evacuation Plans for disabled trainee/students
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments
- Provide ongoing supervision and training for the trainee/student in the performance of their duties
- Have a system of recording and investigating accidents and incidents – you must notify the University of accidents and incidents involving the trainee/student

All schools, colleges, settings have indicated on the online portal their agreement to the terms and conditions of the Partnership Agreement which included a health and safety checklist. This confirmed that the school, college, setting will ensure that all Edge Hill University trainees/students are trained on identified key health and safety procedures at the beginning of each period of Professional Practice. By signing in acceptance of this agreement, schools, colleges and settings are confirming that they will adhere to these roles and responsibilities

Insurance

Edge Hill University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Professional Practice and that these will apply to a trainee/student as they would to any other member of your staff. If this is not the case, or if this creates any problems or questions, please let us know at the earliest possible date.
Health Clearances

All trainees/students on entrance to a programme must complete a health assessment form, which is forwarded to our Occupational Health Service provider for assessment and, where necessary, further discussion or examination by a qualified Occupational Health Nurse Practitioner or Consultant.

Teachers and those training to become teachers need a sufficient standard of health and physical fitness (Fitness to Teach, 2007). Teaching is a demanding career and teachers have a duty of care for the pupils in their charge. The health, education, safety and welfare of pupils are an important factor in deciding on an individual’s health and physical capacity to train and subsequently to teach.

Sometimes health problems only emerge after a trainee/student has started their programme. If these could affect ‘fitness to teach’ then it is important that you raise any concerns that you have with the Course Leader. This will enable the programme team to decide on the appropriate course of action.

These procedures may additionally include the completion of a Risk Assessment.

Pregnancy

Disclosure of pregnancy is at the trainee/student’s discretion, but in the interests of health and safety and to ensure that appropriate support is provided, we strongly advise trainees/students to make this known to their tutor or other appropriate member of University staff at an early stage.

On the occasion that a trainee/student discovers that they are pregnant mid-Professional Practice; they should inform their mentor or teacher. If this happens, please ask the trainee/student to contact their University tutor. Alternatively, ask their permission to contact the University.

We will then organise risk assessment procedures to be carried out within two working days of notification and identify appropriate steps to support the trainee/student and partner institution. If the pregnancy goes beyond 34 weeks, the trainee/student must provide a note from their doctor stating that she is fit to work.
Trainee Teacher/Student advised to contact Personal Tutor and Professional Practice/Placement Mentor to re-assess if there are any new health concerns relating to the pregnancy.

Carry out a Risk Assessment based on the initial assessment and any medical advice provided by the Trainee Teacher’s/Student’s GP or midwife.

Has a risk been identified?

- Yes: Can the risk be removed?
  - Yes: Remove Risk
  - No: Postpone (defer) the Professional Practice/Placement for as long as necessary

- No: Regularly monitor and review*

Edge Hill University has the right to pause (or transfer) the Professional Practice/Placement if it is felt that this will be harmful to the pregnant mother or baby’s health

*Risk Assessment should be reviewed on a weekly basis by the Personal Tutor.
A Flow Diagram of the Risk Assessment Process if a Trainee/Student is Pregnant

Trainee Teacher/Student to provide Personal Tutor with the MAT B1 proforma when provided by GP (after 20 weeks)

Trainee Teacher/Student advises Personal Tutor of pregnancy OR has given birth in last 6 months OR is breast feeding

Edge Hill Pregnancy Risk Assessment to be completed

Personal Tutor, Professional Practice/Placement Mentor and Trainee Teacher/Student determine the suitability of Professional Practice/Placement

If unsuitable:

New Professional Practice/Placement sought and process begins again. This may cause a delay to the actual start date

If unsuitable:

Personal Tutor undertakes a full Risk Assessment with the Professional Practice/Placement Mentor and Trainee Teacher/Student

Copy of Risk Assessment Forms to be retained by Professional Practice/Placement Mentor

Copy to be provided to:

Trainee Teacher/Student
Personal Tutor
Course/Year Leader
Head of Dept.
Attendance Expectations

Attendance requirement

Trainees have a professional requirement to meet 100% attendance for all modules across the programme.

School experience pre-requisite criteria:

- Attend all practice briefings, as required
  [including all meetings with regard to transport, accommodation and meeting with partner(s) regarding trainee pair working]
- Adhere to requirement for 100% attendance for all sessions relating to preparation for school practices. [RPP, Subject Knowledge & Application]
  - Missing two sessions without prior explanation of acceptable reason(s) will trigger a standard letter to trainee
  - Non-response to letter or further absence will lead to Personal Tutor Review Meeting
- For all missed sessions, trainees must produce compensatory tasks to demonstrate an ability / competence to fully engage with and successfully complete the school experience practices.

Reporting absence

Full attendance throughout the programme is expected – there can be no authorisation of absence for any part of the programme, which runs from 3rd September 2018 to 5th July 2019.

If you are absent for any reason you must do the following:

- **Telephone the Faculty of Education** on 01695 584790 and inform them of the reason for your absence and when you anticipate returning to university/practices;
- **Telephone your practice school/college** by no later than 8.30am on the day of absence and make contact for each day of continuing absence thereafter;
- Where possible, **send in work** for any classes you are due to teach if your absence falls within a practices period;
- **Stay in email/telephone contact** with your course leader during any absence last more than 3 days;
- If your absence lasts longer than 7 days (including weekends), you must obtain a note from your doctor and provide your course leader with a copy of this.
‘What should I do if a trainee is causing concern?’

School Practice “at risk”/Remediation Procedure

The following steps should be taken if, for any reason, a mentor becomes concerned about the performance of a trainee.

1. The matter should be raised with the trainee. Any areas of concern should be fully discussed and possible reasons for their occurrence explored. The trainee may need support in particular areas; s/he will also need clear targets to achieve, a date by which progress will be reviewed, and success criteria to judge whether sufficient progress has been made. Aim to keep the targets achievable and the time line fairly short so that rapid action can be taken if the situation does not improve.

2. The Professional Mentor should be involved from the start if a trainee is causing concern. This may simply involve informing them so that they are aware of the situation. It will involve the Professional Mentor observing the trainee and discussing the area(s) of concern with the trainee and the Curriculum Mentor.

3. If the trainee does not show evidence of progress, then the Professional Mentor should contact the link tutor or the subject tutor to discuss the implementation of the formal ‘At Risk’/Remediation procedure.

4. The ‘At Risk’/Remediation procedure can also be instigated by the Edge Hill tutor, having made a visit and having discussed the area(s) of concern with mentors.

5. An ‘At Risk’/Remediation meeting will be held between the Professional Mentor, the Curriculum Mentor, the Edge Hill tutor and the trainee. At this meeting, the causes of concern will be discussed, targets and strategies will be agreed and all parties will complete and sign the Practice “at risk”/Remediation Agreement. A date for review or progress will be agreed at this first meeting (normally two weeks after the first meeting).

6. At the subsequent meeting, the trainee’s progress will be reviewed. Where the targets have been met and there is satisfaction that the trainee is ‘back on track’, the ‘At Risk’/Remediation process will be ended.

7. If there has been some progress but not sufficient to meet all of the targets, the period of ‘At Risk’/Remediation may be extended.

8. Where there has been little or no progress, the Practice may be judged as being unsatisfactory (fail) and the practice may be terminated. The trainee’s progress then becomes a Programme management issue and will be considered at a Personal Tutor Review Meeting.
SECONDARY PGCE
Practice ‘At Risk’ / Remediation Agreement

Trainee Teacher: 

School: 

Visiting Tutor: 

<table>
<thead>
<tr>
<th>Cause/s of concern</th>
<th>Date</th>
<th>PM/TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Ref:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedures for ‘At Risk’ / Remediation Agreed

Date of Meeting:

Signed:
Trainee Teacher: _______________ Professional Mentor: _______________

Curriculum Mentor: ___________ Subject Tutor: ___________________

(for Head of Department)

Date of ‘At Risk’/Remediation review: ____________________________
SECONDARY PGCE
Practice ‘At risk’ / Remediation Agreement

<table>
<thead>
<tr>
<th>Review of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ______________</td>
</tr>
</tbody>
</table>

(A minimum of one week after the initial ‘At risk’ / Remediation agreement drawn up – but normally after two weeks)

<table>
<thead>
<tr>
<th>Standards Ref:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommendation (to be made at review)</th>
</tr>
</thead>
</table>

Signed:
Trainee Teacher: ______________ Professional Mentor: ______________

Curriculum Mentor: ______________ Visiting Tutor: ______________

(on behalf of Head of Department)
Faculty of Education
Process for reporting safeguarding concerns relating to children, young people and vulnerable adults

It is the responsibility of everyone to safeguard and protect children (under 16), young people (16-18) and adults (18 onwards) and those at risk of radicalisation. (*Working together to Safeguard Children, 2015*)

Recognising Safeguarding issues/concerns through:

- direct observation
- disclosure from a child or vulnerable adult
- observation by a third party

Responding when information has been disclosed to you directly:

- Stay calm
- Listen carefully and don’t interrupt
- Don’t interview them or press them for details
- Ask questions only for clarification
- Reassure them
- Clarify that any information you receive must be passed on.

If non-recent abuse is disclosed (abuse from the past or information about alleged victims’ perpetrators) this should be acknowledged but not discussed any further. Then communicated to the DSO.

Reporting incidents or disclosed information requires an immediate and professional response. If there is immediate danger to an individual, your priority is to call 999.

Reporting when on Professional Practice
Please inform:
1) Designated Safeguarding Officer (DSO) at the setting/school/college *before leaving the premises.*
2) Senior or Designated Safeguarding Officer in the Faculty of Education (*process below*).

Reporting when at University
Please inform the Senior or Designated Safeguarding Officer in the Faculty of Education (*process below*).

Leon Fraser: Senior Safeguarding Lead
Dawn Hewitson: Designated Safeguarding Officer (DSO)

Email: safeguarding@edgehill.ac.uk  Landline: 01695 5844314
1. Acknowledge the DSO (setting/school/College) has been informed,
2. Provide an anonymised outline of the incident and your involvement
3. Detail any next steps requested of yourself at the setting/school/college
4. Let us know about any support or guidance you might require after the incident or disclosure.

➢ This might be followed up by via a phone call or face to face meeting.

If you need support outside office hours and the report cannot wait until the next time the office is open, please contact:

Campus Support – 01695 584227  [www.edgehill.ac.uk/studentservices/critical-incident-support/](http://www.edgehill.ac.uk/studentservices/critical-incident-support/)

Once the information has been reported this will conclude your involvement and must not be discussed further unless requested by the setting/college/school or Senior Safeguarding Lead (FoE).
### Teachers’ Standards (2011, Revised 2013)

#### PART 1 - TEACHING

##### S1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

Indicative prompts:
- 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

##### S2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

Indicative prompts:
- 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

##### S3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

Indicative prompts:
- 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
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

##### S4. PLAN AND TEACH WELL STRUCTURED LESSONS

Indicative prompts:
- 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 & 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)

##### S5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

Indicative prompts:
- 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 SEN; 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
### S6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

**Indicative prompts:**
- 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

### S7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

**Indicative prompts:**
- 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
- 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, exercise appropriate authority, and act decisively when necessary

### S8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

**Indicative prompts:**
- 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 professional development, responding to advice & feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being

### PART 2: PERSONAL & PROFESSIONAL CONDUCT

**Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school.**

- 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 pupils’ 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

**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.**

**Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**
PRACTICE TIMETABLE (ONE-WEEK TIMETABLE)

Name: 
Course: 
Subject: 

School/College: 
Professional Mentor: 

I confirm that this timetable meets the requirements of this practice as outlined in the Edge Hill University guidelines.

Curriculum Mentor email: ________________________________

Curriculum Mentor (sign/print name): __________________________

Visiting Tutor (sign/print name): ________________________________

Practice:

Key Stages taught:  KS3 ☐  KS4 ☐  KS5 ☐

<table>
<thead>
<tr>
<th>Period</th>
<th>Times</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form Group Attachment:
PRACTICE TIMETABLE (TWO-WEEK TIMETABLE)

Name:                                        Course:                                    Subject:

School/College:                               Professional Mentor:

I confirm that this timetable meets the requirements of this practice as outlined in the Edge Hill University guidelines.

Curriculum Mentor email: _______________________________

Curriculum Mentor (sign/print name): ___________________________

Visiting Tutor (sign/print name): _____________________________

Practice:

Key Stages taught:    KS3 ☐    KS4 ☐    KS5 ☐

<table>
<thead>
<tr>
<th>WEEK A/ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/C</td>
</tr>
<tr>
<td>W/C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Times</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Times</td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thurs</td>
<td>Fri</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Form Group Attachment:**

**IMPORTANT: Please indicate the following clearly on your timetable:**

- The times for the beginning and end of each session – including breaks and lunchtime
- The class teacher responsible for each group
- The room (number and building) for each session
- The year group
- The course being followed by the group (eg, GCSE, AVCE)
- The set (if applicable) or if the class is mixed ability
- Where the session is Observation (O), Team Teaching (TT) or Solo Teaching (ST). Solo teaching is where you have the responsibility for teaching the class
- The Professional and Edge Hill University Partnership Trainer Sessions
- The form group that you are attached to and form period(s)/tutorial time
- Where you are working ‘outside’ of your curriculum area, this should be marked clearly on the timetable, for example, PSHEE, Special Needs/Learning Support.
YOU MUST ENSURE THAT A COPY OF YOUR TIMETABLE IS SENT TO YOUR VISITING TUTOR AS SOON AS IT HAS BEEN AGREED WITH YOUR TRAINERS.

ANY CHANGES MUST BE COMMUNICATED TO YOUR TUTORS AND A NEW COPY OF YOUR TIMETABLE SHOULD BE SUBMITTED.

WE RELY ON THESE TIMETABLES TO ARRANGE SUPERVISION VISITS FROM TUTORS, EXTERNAL EXAMINERS AND OFSTED INSPECTORS.
All resources can be located via our Partnership Website:

Professional Practice Documentation / Further Opportunities

Documentation and information relating to further opportunities to engage with the Faculty can be viewed and downloaded from the link below. You will be able to click on a category title to see a list of the available resources. Then click on a resource name to download.

https://www.edgehill.ac.uk/educationpartnership/secondary-education/

Professional Practice 2018/19

If you are able to offer more professional practices and/or the number of trainees that your school can accommodate then please contact the Partnership Development Officer, Leon Fraser, fraserl@edgehill.ac.uk or telephone 01695 584314, who will assist you.

Evaluations

At the start of each Professional Practice, Mentors and Visiting Tutors will receive a link from secondarypartnership@edgehill.ac.uk to complete the professional practice evaluations, as soon as these have been completed and all relevant paperwork has been submitted payments will be processed.