

Secondary PGCE

Meeting the Standards

 A Guidance Booklet for Trainee Teachers, Subject Mentors and Professional Tutors

**All systems and approaches created in collaboration between the Secondary PGCE team and the Secondary Partnership Committee**

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| **The Teachers’ Standards** |
| 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.  |
| TS2 | **Promote good progress and outcomes by pupils** • be accountable for pupils’ attainment, progress and outcomes • be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.  |
| 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  |
| 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).  |
| 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.  |
| 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.  |
| 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.  |
| 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.  |
| PPC | **A teacher is expected to demonstrate consistently high Standards of personal and professional conduct.** 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 in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.  |

For the full guidance booklet please visit: [https://www.education.gov.uk/publications/Standard/publicationDetail/Page1/DFE-00066-2011](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011)

**Key Terms explained**

**The Teachers’ Standards 2012:** The statutory expectations for all teachers which must be met by students in order to be recommended for Qualified Teacher Status (QTS) at the end of their PGCE year. These are broken down into 8 Standards relating to Teaching (T/TS1-8) and ‘Personal and Professional Conduct’ (PPC).

**Evidence:** Paper, electronic or verbal information which demonstrates a trainee teacher’s progress in relation to the Teachers’ Standards 2012 and assessed at regular junctures.

**Evidence Log:** This is where the trainee teacher tells the story of their developing progress towards QTS, highlighting relevant sources of evidence to support their case. The Evidence Log makes use of the ‘Progress Descriptors’ (below). The log is written at three key points of the year to feed into the Progress Review process.

**Progress Descriptors:** Characteristics used to measure a trainee teacher’s level of progress towards each of the Teacher’s Standards. Four levels of progress are captured in the descriptors, which are explored further in this guidance:

**High level of achievement**

‘Achieving’ is the minimum requirement for all of the Teachers’ Standards by the end of training for the award of QTS to be made

**Good Level of achievement**

**Achieving**

**Developing**

**Personal Action Plans 1-4:** A means of personalising the training journey and discussing progress with Progress Tutors during Progress Review Tutorials.

**Placement Reports:** Formal assessment documents that capture progress made against the Teachers’ Standards at 3 clearly identified points in the PGCE Year.

**PPC Reports:** Formal assessment documents that capture progress made in relation to Professional and Personal Conduct at the start of each teaching placement.

**Progress Review Tutorials:** One-to-one and group discussions between the trainee teacher(s) and their University Progress Tutor to support development and enable further achievements.

**Progress File**: The place where all formal records and reports relating to achievement and target setting are kept to be made available for university staff, school colleagues and external bodies such as Ofsted.

**Teaching File:** Typically a series of arch-level files which are systematically built up over the year to document all the planning, teaching, evaluation and assessment work carried out by trainee teachers with their classes during teaching placements.

**Subject Knowledge Development Log:** This is where the trainee teacher logs all the work they have undertaken during the PGCE year in order to support the development of their Subject Knowledge. This log will be available to Subject Leads & Mentors and reviewed with Progress Tutors during Progress Review Tutorials.

**So how does assessment against the Teachers’ Standards work?**

Although this booklet is named ‘Meeting the Standards’ we expect that the vast majority of our trainee cohort will demonstrate a ‘good’ or ‘high’ level of achievement by the end of the year. Indeed schools will wish to select future colleagues from a pool of beginning teachers who are already working at a ‘good’ or ‘high’ level.

On first glance it would appear that the Teachers’ Standards 2012 are merely ‘competency’ statements that a trainee teacher can simply either ‘pass’ or ‘fail’ to meet. At the most fundamental level this is true in that at the end of the PGCE year the university (as the designated recommending body) decides in collaboration with school colleagues whether or not to recommend for the award of Qualified Teacher Status (QTS). Meeting the standards and accumulating evidence to demonstrate that this has been done is then the bare minimum of what is expected as shown in the diagram below. **To pass the course all trainees must be at least ‘Achieving’ in all 8 of the Standards relating to teaching (T/TS1-8) plus ‘Personal and Professional Conduct’.**

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The majority of our trainee teachers go beyond merely achieving compliance with the Standards to demonstrate a high level of achievement as illustrated above.

**How can a trainee teacher show progress and what do we mean by evidence?**

Any mention of evidence which is needed to demonstrate attainment runs the risk of becoming a lengthy ‘paper chase’ assuming that more must be better. This is not our appreciation of what constitutes engagement with learning and genuine professional development. Implicit in the ‘***Progress Descriptors’*** are key examples of how progress might be demonstrated. In order to make the assessment process as valuable and coherent as possible we will be asking the trainee to use an evidence log to record their judgement of how well they are meeting each Standard and to indicate where the evidence sits that supports their judgement. This means that the evidence supports what is being claimed in the narrative rather than being an end in itself. Progress Review tutorials and meetings with mentors will concentrate upon evaluation and explanation of where the trainee is against the Standards with the evidence acting to support what is being said. A sample extract from an evidence log is included at the back of this booklet to illustrate what a completed log might look like by the end of the first teaching placement.

It is worth realising that the best demonstration of progress against the Standards will most likely employ a range of different types of evidence. Some documents may be brief and somewhat perfunctory e.g. school colleague’s signature to verify attendance at a parents’ evening for T2. A more extended and meaningful version of meeting this Standard may include active involvement in the event with evidence of subsequent planning implications for individual learners and follow up communication with parents or carers (also engaging with T6 and T8). Other sources of evidence including reports and lesson plans would enable a more in depth engagement with this Standard. Different types of evidence for each Standard are more likely to demonstrate a wider and more positive level of performance.

**How will trainee teachers make progress?**

The emphasis of our PGCE course is on reflective practice that obliges a real engagement with an individual’s own learning and development. Rather than a separate and artificial scrutiny of folders of evidence there will be a consistent and continued level of professional dialogue relating to the business of teaching and learning. Self-assessment and evaluation will facilitate the assessment of progress at various points during the year. These more formal occasions (December, March and May) will consider how well each of the Standards is being addressed and what targets result from this. Professional Tutors and Subject Mentors will work together in school to assure the quality of training and the consistency of judgements. University staff will contribute to this but will also have the wider responsibility of maintaining the quality of training and assessment across the partnership schools.

**Who contributes to the Assessment Process?**

**What documents do trainees need to show their progress against the Standards?**

1. **Evidence Log**

The Evidence Log will provide the main means of recording or ‘logging’ progress as well as indicating sources of evidence to substantiate claims made. It will form the basis of discussions with school and university staff throughout the year

1. **Progress File**

Students need to keep the following documents together throughout the year. This is called the Progress File and will be asked for when students are visited in school by university staff and other colleagues. It should be kept up to date and ready to show at any stage in the PGCE year.

* Personal Profile information as shared with Professional Tutors and Subject Mentors
* Records of formal lesson observations on University stationary
* Evidence Log
* Personal Action Plans
* Personal and Professional Conduct Reports from the beginning of each school placement
* Copies of the Weekly Mentor Meeting record form
* School Placement reports
* Preparation notes for the final PGCE to NQT Tutorial
* Subject Knowledge Development Log
1. **Teaching Files**

All trainee teachers are expected to maintain Teaching Files during teaching placements. Teaching Files are a key source of evidence to demonstrate progress and attainment over time, particularly in relation to lesson planning and evaluation and assessment of pupils’ work. It is vital that Teaching Files are kept up to date, are well organised and provide a complete record of teaching. Feedback on teaching files is an integral part of the mentoring process.

1. **Term 1 Booklet**

Trainees are issued with a Term 1 Booklet containing a wide range of school-based tasks that all students are expected to complete over the course of Term 1. Tasks have been structured to support the early evidencing of Standards. Written responses to tasks should be kept in a file with the Term 1 Booklet. School based mentors are encouraged to read the Term 1 booklet in order to facilitate and inform the mentoring process.

1. **Subject File**

Across the PGCE year, all trainees are expected to keep together in one Subject File all subject related work they have done or covered. The Subject File is an important source of evidence to demonstrate progress and attainment over time, particularly in relation to Subject Knowledge.

**What are the ‘Progress Descriptors’ and how are they used?**

Progress Descriptors describe the characteristics we associate with different levels of progress. They describe four possible levels of progress for each of the Teachers’ Standards, T1-T8. They are used to evaluate progress, to focus mentor–trainee dialogue about progress and to act as a basis for target setting.

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‘Achieving’ is the minimum requirement for all of the Teachers’ Standards by the end of training for the award of QTS to be made

**What are the expectations of progress?**

**It is important that trainees assessed as ‘Developing’ are not classed as ‘failing’ at an early stage of the teacher training year though a greater level of attainment will be needed for final success.** All students do need to at least meet the criteria for the ‘Achieving’ level by the final Teaching Placement Report in order to be recommended for the award of Qualified Teacher Status. We do however expect individuals to make more progress and attain a higher level of achievement than this minimum quality of attainment. Data extracted from reports will inform actions and interventions from University Tutors and school colleagues if sufficient progress is not demonstrated.

**What happens if a trainee teacher is not making sufficient progress?**

The following process aims to support trainees who are making insufficient progress against one or more of the Teachers’ Standards, including PPC or failure to abide by the University Professional Code of Conduct. It should be employed at any stage of the PGCE year if the level of progress being made puts the final recommendation for QTS in doubt. The primary functions of the process are to encourage constructive dialogue and additional action planning, leading to the necessary improvement. **Please note the trainee is expected to be proactive in this process, assuming responsibility for their own progress and learning.**

**Extra Support Process**

**Possible Outcomes of Review**

**Progress Made / Targets Fully Met** 🡪 trainee returns to usual cycle of mentoring and supervision.

**Some Progress Made** 🡪 updated action plan and subsequent review to continue progress made.

**Insufficient Progress Made 🡪** Continuance of trainee on Sec PGCE/ SD PGCE programme to be discussed and decided upon between school and university colleagues

**Reporting and Monitoring Process via Key Assessment Points**

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| **Report** | **Rationale** | **Date** | **Rationale/Process** |
| **Personal and Professional Conduct (PPC) 1 and 2** | To check on the extent to which trainees meet expectations in terms of their Personal and Professional Conduct early in their placement. PPC is also captured in each of the placement reports.  | November and February | Professional Tutors consult mentors and report to the University on the extent to which expectations for PPC have been met/ not met.  |
|  **Placement Reports** | To gauge an accurate picture of each trainee teacher’s progress towards the Standards relating to teaching (T1-8) and Personal and Professional Conduct (PPC) at key stages in the year. It is also a means of tracking the impact of interventions and informs the setting of appropriately challenging targets.  | December, March and June | Trainees use the ‘Progress Descriptors’ to evaluate the progress they have made so far. They use the Evidence Log to record this self-assessment, and the evidence to support it. A meeting with the Subject Mentor is convened and the student’s self- assessment is discussed. The Subject Mentor makes the final judgement, completes the report and uses it to recognise strengths and identify areas for further development. The University uses the data returned to track progress and target interventions.**By June (final report) each trainee is expected to be at least ‘Achieving’ in relation to T1-8 and PPC in order to be recommended for QTS** |

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| **Some signposts to possible evidence sources for the Teachers’ Standards 2012.** **Can you locate evidence of the following in your practice evidence/feedback/reflections/mentoring records?** |
| TS1 | **Set high expectations which inspire, motivate and challenge pupils.** * Evidence of safeguarding- annotation of policies and times you have used them
* Your classroom; how does the environment support and extend learning? Reflect on and capture this.
* Records of attendance and punctuality; bullying log/ behaviour log following the school’s behaviour code.
* Evidence of a relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions
* That pupils know targets and how to get them; next steps in marking and feedback
* Celebration of targets achieved? Effective mentoring in place
* Effective tracking/ analysis of data to close the gaps
* Quality lesson planning (which shows clear and appropriate differentiation);
* The use of seating plans/groupings
* Awareness of vulnerable children/groups and effective interventions
* Good use of resources and support staff
* That you model behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just pupils
* Providing regular feedback to pupils, both verbally and in writing
* Evidence of actively modelling the school’s vision and values
* Feedback from outside agencies and community, e.g. trips out, visitors’ book, parents’ feedback
* Evidence of being interested in, and committed to, each child as an individual
 | TS2 | **Promote good progress and outcomes by pupils*** Pupil progress meetings – including teachers’ own analysis of data, impact & progress of vulnerable groups
* Formal assessment outcomes
* Parents’/ carers’ views – evidence of meetings
* Active awareness of IEP reviews, Personal Support Plans
* Progress against targets - teacher tracking and intervention
* Students responses to written feedback
* Book scrutiny; marking in books & indicating next steps
* Joint planning with Subject Mentor
* “Sign off day” – student teacher giving evidence to back to class teacher
* Evidence that pupils can voice their progress: ‘My target is/I need to --- /I have met my target because…’
* Annotated lesson plans (including differentiation) and AfL strategies
* Seating and group plans – identification of vulnerable children and impact of your planned interventions via reflection
* Use of assessment to inform planning
* IEPs; Individual pupil targets (data); annotated individual pupil tracking sheets
* Entry & Exit cards as a means of capturing progress
* Data from wider professionals, e.g. speech therapists, etc. and how you used this to secure progress
* Joint work scrutiny with SM; Quality of assessment and feedback
* Lesson planning – for EAL, SEN, VAK learners and all identifiable groups and individuals.
* CPD/ staff training you attended; annotated notes
* Varied and creative teaching styles e.g. paired work, team teaching (not 1 single approach in all lessons)
* Evidence of adapting lesson in response to pupils’ needs through lesson observations, joint planning and feedback
* Good balance of teacher talk & independent work
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| TS3 | **Demonstrate good subject and curriculum knowledge*** Modules 1, 2 and 3: how have these studies developed your understanding of subject pedagogy at each phase of training?
* Planning that demonstrates progression over time; from before and onwards
* Lesson observations and feedback show differentiation & appropriate challenge, questioning
* Record anonymised examples of marking & feedback, assessment, target setting to show that your subject knowledge enables pupils to understand concepts and make progress
* CPD – engagement in IN**S**ET, staff meetings, courses, school networks
* Evidence of supporting/ liaising with colleagues
* Impact on learning – outcome of learning – progress/books
* Relevant pedagogy and subject knowledge research – TES articles, journals, M-level work, evidence of personal research
* Pupil and parent voice/ pupil attitudes/ pupil progress
* Speaking & listening of children
* Modelling of spoken and written English in all lessons regardless of subject
* -Planning shows development of literacy as well as subject specific
* Planning (target) to include building literacy skills
* Good use of TA’s who have good knowledge effectively displayed
* Hearing children read, picking up errors
* Teacher pronounces appropriate phonemes
* Outcomes of formal assessment demonstrating progression in subject knowledge as a result of your pedagogy.

-  | TS4 | **Plan and teach well -structured lessons****Evidence in Teaching File of: -*** Planning
* Timekeeping/ timetabling
* Lesson observations you have undertaken showing your developing understanding of effective planning
* Your lesson plans (which reflect progression); the inclusion of well-planned/ thought through structure and activities
* Use of TAs for effective learning
* Assessment and progress information used as the basis for planning
* Appropriate and motivating homework; homework record;
* Evaluation of appropriateness and motivation of work set/lesson evaluations

**Also:** * Learning environment; encouraging children’s questions/ ideas and opportunities for deep questioning and curiosity
* Evidence that children’s ideas have fed into topics
* Enrichment opportunities – visitors
* Positive behaviour planned for and observed
* Lesson objectives with measurable outcomes to gauge progress
* Progress made between lesson observations (teacher progress) & response to targets
* Completion of peer observations
* Contribution/participation in joint planning activity to improve teaching
* Annotated planning with reflections

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| TS5 | Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively* Planning and differentiation – shows understanding of child development
* Pupil work, provision of resources, demonstration of progress over time
* Engaging in decision making processes with support staff, deployment of additional adults
* Choosing and implementing appropriate learning outcomes
* Use of Bloom’s Taxonomy/ thinking skills/ enquiry to deepen learning
* Differentiated questioning informed by data
* Seating plans; appropriate groupings, provision maps, IEP
* Application of appropriate strategies
* Training records – ability to articulate why children need a particular type of approach
* Lesson plans show understanding of next steps based on children’s needs
* Meetings with SENCo, IEP, pupil progress meetings all show personalisation
* Lesson plans show explicit differentiation
* In observation, resources created show awareness of need for differentiation, delivery is inclusive
* Written feedback and pupil/ parent meetings show understanding of different needs
* Appropriate methods of assessment and next steps feature in lesson planning and delivery as well as pupil interaction
* Learning opportunities for the more able promoted throughout
 | TS6 | **Make accurate and productive use of assessment*** Accurate use of assessment to identify gaps in learning and plan next steps
* Moderation (external, internal and across schools/ departments)
* Contributions in staff meetings, training records show outcomes of training
* Work sampling
* Outcomes of moderation and pupil progress meetings– APP, levelling etc.
* Statutory assessment carried out correctly and verified by SM
* Planning reflects assessment outcomes
* Use of whole school and departmental data
* Book scrutiny and quality of marking – next steps identified
* Interventions including more able and other vulnerable groups
* Deployment of other adults
* Using information from previous/ other current teachers to inform planning and effective class ‘hand-back’ after placement

**The following can be used to demonstrate that effective feedback has been provided for pupils:** * Books/ Work scrutiny
* Lesson observations
* Pupil conferences, tutor group time
* Pupil questionnaires
* Pupils can articulate targets
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| TS7 | **Manage behaviour effectively to ensure a good & safe learning environment*** Observation(s) focussing on pupil behaviour
* Pupil conferencing / discussions with pupils
* Praise versus sanction rates; behaviour log
* Clear, visible classroom rules; evidence of class agreement on rules; rewards/consequences boards

-Evidence of positive behaviour management/ school rewards* Staffroom discussions; discussions with pupils
* Teacher behaviour – modelling to pupils
* Teachers’ communication with pupils, colleagues and all in school
* Adhering to school policy/ethos; school policies & ‘non-negotiables’ are actioned consistently
* Follow up of behaviour outside of class with relevant pastoral colleagues
* Quality of work in books; differentiated tasks evident
* Classroom environment and displays; layout of classroom; seating plans used as evidence where possible
* Conflict resolution techniques deployed effectively
* The effective deployment of other adults to maximise the learning environment; support staff; use of resources
 | TS8 | **Fulfil wider professional responsibilities*** Supporting school at New Parents Evenings, etc.
* Peer mentoring/coaching
* Developing and contributing to development of SoW, policies, teaching resources
* Engaging in enrichment activities – planning/leading/organising – to include after- school activities, residentials, whole school events, home/school events, clubs, fairs, community and charity events.
* Being a team player and taking ownership of the environment you ‘live in’
* Adapting practice in light of feedback from lesson observations
* Taking responsibility for own and group CPD
* Being prepared to participate in trials, new pedagogies e.g. team teaching/lesson study, etc.
* Playing active part in staff meetings/ INSET
* Seeking support when appropriate
* Acting on feedback – what has changed? Why? What next?
* Regular reflection on practice e.g. journal, further professional study, leading a staff group, disseminating new learning to colleagues
* Peer observation and mentoring
* Showing and sharing good practice
* Lesson observations of colleagues and fellow student teachers
* Requesting CPD
* Active researching of up-to-date pedagogy and practice
* Understanding and working to maintain and improve on the professional responsibilities and progression in these Standards
* Reporting via Parents evenings/ days
* Following up actions/ concerns, giving hard messages, celebrating successes etc.
* Home/School liaison – diaries, letters etc.
* Written reports including all SEN documentation, as required
* Giving letters and information out on time – team approach
* Responsibility for contacting parents outside of timetabled parents’ meetings
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| **Personal and Professional Conduct (PPC)**  |
| **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.****a) 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•showing tolerance of and respect for the rights of others•not undermining fundamental British values, including•democracy, the rule of law, individual liberty & mutual respect, tolerance of those with different faiths & beliefs•ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law•having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions**Evidence to be demonstrated consistently throughout training:** * Observation - clear link between vision, ethos, policy & practice with class and across school

-Consistency – above evidenced through all professional activity in school and community**b) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality****Evidence to be demonstrated consistently throughout training:** * conduct demonstrates a highly professional approach to teaching,
* understanding and demonstrating that their own conduct is appropriate at all times
* student teacher is on time for all beginnings and ends of days, meetings, lessons
* school/ colleagues always informed of and reasons for any non-attendance in the school day or other professional meetings and responsibilities in line with policy
* language and dress are highly professional and in line with school policy
* student teachers apply school policies at all times, e.g. health and safety, risk assessments before trips; homework etc.
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Adapted from: <http://www.e-portfolios.net/teachers_standards.php>

This website is worth a visit as they may have updated some of the suggested sources of evidence.

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