



**Yorkshire and Humber**  
**TEACHER TRAINING**

# **Assessment Policy**

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## Rationale

The purpose of assessment is to assist trainee teachers' learning, to monitor their performance and to measure the trainee teachers' attainment at the end of the course against both academic levels and QTS standards. The assessment strategies are designed to give trainee teachers the opportunity to demonstrate the range of knowledge understanding and skills required of them. Assessment opportunities include written and practical tasks.

By the end of the course trainee teachers will be able to take responsibility for identifying their personal strengths and weaknesses, and have the skills necessary to be pro-active for continuous professional development and initial career development as their progress will have been monitored and discussed through a Personal Tutor and school-based mentoring systems.

This policy is not applicable for student teachers whose professional conduct is deemed to breach the requirements for professional conduct (please see disciplinary policy).

Assessments include the following:

## Baseline

Trainees are assessed at the start of the course in a number of ways, these include the following:

1. Subject knowledge audits carried out over the summer prior to starting the course.
2. Baseline assessment carried out by school mentors 3-4 weeks into the first term.
3. Data gathered at interview.

## Tasks

The YHTT programme of study contains a number of practical opportunities for the trainee to make intellectual links between the ideas discussed in the subject lectures and the day-to-day work of the schools. Tasks are assessed and validated by both academic staff and mentors in school and form part of the body of evidence to demonstrate competence against the QTS standards.

## Standards log and portfolio

Reflective logs are completed to evidence the students' evaluations of practice, experience or policy. The log should be completed using the guidelines in the course handbook and both external markers and the SCITT Director will assess these.

**At the end of the course, trainee teachers must have evidence to demonstrate that they have met each of the Teacher Standards (see appendix 1 for standards and grading descriptions) in order to be awarded QTS (Qualified Teacher Status).**

## Observed lessons

Observed lessons are used to inform judgments made against the standards. Mentors in school, personal tutors, and centre-based staff will make observations.

## Observations

Additional informal observations are made by mentors in school to assess against those QTS standards that relate to relationships with colleagues and any standards that cannot be judged through the formal lesson observation method.

## Subject Assignments

The subject handbook contains two subject specific assignments for completion and submission to your subject tutor.

## PGCE

The YHTT programme of study includes a PGCE with the University of Hull.

You will receive feedback throughout the year in a number of formats:

- Constructive written feedback;
- Advice and guidance given by other professionals upon which you need to be prepared to act;
- Feedback on the use of reflection in and on action.

## Cause for Concern

If there is a concern that the minimum requirements to demonstrate competency against the teaching standards is not going to be met, the cause for concern process can be initiated.

## Notification of Concern Process

### Stage 1

**Trigger:** Student teacher is not making significant progress. Significant concern about progress from any relevant source.

**Aim:** To identify and deal with issues arising from inadequate progress made by a student teacher towards meeting the Standards for QTS based on evidence gathered by mentors and/or tutors.

**Action:**

- Initially a joint meeting will be arranged between the student teacher, mentors and the appropriate subject tutor.
- Stage 1a form completed by relevant staff (appendix 2).

- The targets and action to address the cause for concern are discussed.
- A support/intervention plan will be implemented following discussion between school staff, SCITT staff and the student teacher.
- The student teacher will then attempt to take on board the advice given and improve in the key areas causing concern.

**Place and date of meetings:** At the placement school, it can be initiated at any point but not before week 3 of the first teaching practice.

#### **Review:**

At the date noted on Stage 1a form (or 1b form if repeating Stage 1), a review takes place and the outcomes of the review are noted on the Stage 1a (or 1b) form. The student teacher is informed by a relevant member of partnership staff (school mentor/ITT coordinator, subject tutor) about the outcome of the review.

#### **Possible outcome of review:**

- Sufficient progress – no further action
- Some progress – continue on Stage 1 – Stage 1b form completed and Stage 1 process repeated. NB after Stage 1b, if sufficient progress has not been made, Stage 2 must be initiated.
- Lack of significant progress – move to Stage 2

### **Stage 2**

**Trigger:** The student teacher has at this point been given sufficient time at Stage 1 to make progress, but has not made the progress required and significant concern about meeting the standards and successful completion of the placement/course is evident.

**Aim:** To review the student teacher's lack of progress and make a decision about the student teacher's future on the course

#### **Action:**

- A case conference is convened to review the student teacher's progress and identify the next steps with regard to the placement/course. In attendance should be relevant school staff, subject tutor(s) and the SCITT director, as well as the student teacher where appropriate.
- Progress is discussed and a decision is made.
- Stage 2 form completed by relevant staff.
- The student teacher receives a copy of the form and is informed about the outcome within 7 working days.

**Place and date of case conference:** As soon as possible after a student teacher has been informed of the need to move to Stage 2, but no later than 5 working days after that. Venue to be at the hub or in a partnership school.

**Possible outcome of case conference:**

- Student teacher withdraws from placement. A resit attempt will be offered (decision made at assessment board). This will be available subject to a suitable placement being offered by a partnership school.
- Student teacher withdraws from programme.
- Placement is suspended. A resit attempt will be offered (decision made at assessment board). This will be available subject to a suitable placement being offered by a partnership school.
- Place on the programme is terminated.
- If appropriate and available, the student teacher is offered a place on a non-QTS route.

In exceptional circumstances

- The placement is extended in a different school.
- An alternative placement is sought, but is subject to a suitable placement being offered (as above).

The student teacher will receive formal notification of the decision (via letter) from the SCITT Director and this will be subject to the assessment for final approval, when appropriate.

## Appeals against Assessment Decisions

For appeals against assessment decisions please see the complaints policy.

# Appendix 1: The Teacher Standards and Grade Descriptors

## Teachers' Standards, Part One: Teaching grade descriptors

**Please note: Words in italics are directly from the ITEIH; column headings reproduce the overall outcome criterion.**

### 1. Set high expectations which inspire, motivate and challenge pupils

establish a safe and stimulating environment for pupils, rooted in mutual respect  
set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  
demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> establish a safe and stimulating environment for pupils, rooted in mutual respect	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is unable to establish a safe and stimulating environment for pupils.
<b>B</b> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Consistently sets goals that stretch, <i>challenge and motivate pupils. use effective strategies to support the learning and progress of underperforming groups.</i>	Sets goals that stretch, <i>challenge and motivate pupils. use strategies to support the learning and progress of underperforming groups.</i>	Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
<b>C</b> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## 2. Promote good progress and outcomes by pupils

be accountable for pupils' attainment, progress and outcomes  
 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these  
 guide pupils to reflect on the progress they have made and their emerging needs  
 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  
 encourage pupils to take a responsible and conscientious attitude to their own work and study.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> be accountable for pupils' attainment, progress and outcomes	Is consistently accountable for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes.	Is able to take accountability for pupils' attainment, progress and outcomes.	Is unable to take accountability for pupils' attainment, progress and outcomes.
<b>B</b> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Has a detailed understanding of the pupils' capabilities and their prior knowledge. <i>demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.</i>	Has a good understanding of the pupils' capabilities and their prior knowledge. <i>assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.</i>	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.
<b>C</b> guide pupils to reflect on the progress they have made and their emerging needs	Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.	Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Is unable to guide pupils to reflect on the progress they have made and their emerging needs.
<b>D</b> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.



Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	<i>Trainees fail to meet the minimum level of practice.</i>
<b>E</b> encourage pupils to take a responsible and conscientious attitude to their own work and study.	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.
Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i>	<i>Trainees fail to meet the minimum level of practice.</i>
<b>e</b> if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.  (primary)  * The current 'ITEIH' frequently replaces 'early' with 'primary'.	Trainee can teach <i>primary mathematics ... confidently and competently</i> so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.	Trainee can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress.  Demonstrates a good understanding of strategies for the teaching of early mathematics.	Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 3. Demonstrate good subject and curriculum knowledge

have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings  
 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  
 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject  
 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)  
 if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Consistently <i>teach exceptionally well, demonstrating:</i> - <i>strong subject and curriculum knowledge;</i> - <i>phase expertise.</i> Is confident to <i>work within the current and new curriculum.</i>  Demonstrates the ability to address misunderstandings and maintain pupils' interest.	<i>teach well, demonstrating:</i> - <i>good subject and curriculum knowledge;</i> - <i>phase expertise.</i>  <i>Works within the current and new curriculum arrangements.</i> Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest.	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.	Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils' interest in the subject, and does not address misunderstandings.
<b>B</b> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas. Consistently and effectively promotes the value of scholarship.	Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship.	Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.	Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>C</b> 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	Consistently demonstrates a thorough understanding of how <i>to teach reading, writing, communication ... effectively to enhance the progress of pupils they teach</i> . Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist.	Demonstrates a good understanding of how to <i>develop the reading, writing, communication ... skills of the pupils they teach</i> . Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.	Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
<b>D</b> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)	Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... confidently and competently</i> so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.	Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence</i> so that pupils make at least expected progress. Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.	Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
<b>E</b> if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)  * The current 'ITEIH' frequently replaces 'early' with 'primary'.	Trainee can teach <i>primary mathematics ... confidently and competently</i> so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.	Trainee can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress. Demonstrates a good understanding of strategies for the teaching of early mathematics.	Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well-structured lessons

impart knowledge and develop understanding through effective use of lesson time

promote a love of learning and children's intellectual curiosity

set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

reflect systematically on the effectiveness of lessons and approaches to teaching

contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> impart knowledge and develop understanding through effective use of lesson time	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.	Much of the time imparts knowledge and develops understanding through using lesson time to good effect.	Is able to impart knowledge and develop understanding through effective use of lesson time.	Is unable to impart knowledge and develop understanding through effective use of lesson time.
<b>B</b> promote a love of learning and children's intellectual curiosity	Consistently and effectively promotes a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity.	Is able to promote a love of learning and children's intellectual curiosity.	Is unable to promote a love of learning and children's intellectual curiosity.
<b>C</b> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
<b>D</b> reflect systematically on the effectiveness of lessons and approaches to teaching	Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.	Is systematically able to reflect in order <i>to improve their practice</i> .  Is able to judge the effectiveness of their lessons and impact on all groups of pupils.	Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>E</b> contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## 5. Adapt teaching to respond to the strengths and needs of all pupils

know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.	Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.	Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Does not know when and how to differentiate appropriately.
<b>B</b> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	<i>understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i>	<i>Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i>	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
<b>C</b> demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.	Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.	Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.	Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.



Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>D</b> 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.	Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i>  Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.	Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i>  Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils.	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them.	Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them.

## 6. Make accurate and productive use of assessment

know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  
 make use of formative and summative assessment to secure pupils' progress  
 use relevant data to monitor progress, set targets, and plan subsequent lessons  
 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<i>accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements.</i>	<i>Assess pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements.</i>	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
<b>B</b> make use of formative and summative assessment to secure pupils' progress	Consistently and effectively uses formative, <i>continuous assessment and summative tests</i> to great effect to secure progress for all pupils, through a sequence of lessons over time.	Much of the time uses formative, <i>continuous assessment and summative tests</i> to secure progress through a sequence of lessons over time.	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.
<b>C</b> use relevant data to monitor progress, set targets, and plan subsequent lessons	Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.	Uses a range of relevant data including school progress data to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting.	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons.



Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	<i>Trainees fail to meet the minimum level of practice.</i>
<b>D</b> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it. Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.	Uses a range of methods to give pupils regular feedback and the opportunity to respond to it. Accurate and regular marking and oral feedback contributes to pupil progress and learning over time.	Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.

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

have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy

have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy	In accordance with the school's behaviour policy: takes responsibility for and has <i>the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning</i> ; actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;  can effectively <i>tackle bullying, including cyber and prejudice-based</i> (and homophobic) <i>bullying</i> .	In accordance with the school's behaviour policy: takes responsibility for and is able <i>to promote and manage behaviour in the classroom well</i> to ensure a good and safe learning environment;  encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;  is able to <i>tackle bullying, including cyber and prejudice-based</i> (and homophobic) <i>bullying</i> .	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.
<b>B</b> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Consistently sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.	Sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline, using a range of strategies.	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies.
<b>C</b> manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Is unable to manage classes effectively.

Standard sub-headings	Outstanding (1):  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2):  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4):  <i>Trainees fail to meet the minimum level of practice.</i>
<b>D</b> maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary.

## 8. Fulfil wider professional responsibilities

make a positive contribution to the wider life and ethos of the school

develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

deploy support staff effectively

take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

communicate effectively with parents with regard to pupils' achievements and well-being.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
<b>A</b> make a positive contribution to the wider life and ethos of the school	Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.	Is proactive and makes a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Is unable to make a positive contribution to the wider life and ethos of the school.
<b>B</b> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Professional relationships with colleagues are consistently effective. Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Professional relationships with colleagues are good.  Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support.
<b>C</b> deploy support staff effectively	Consistently and effectively deploys support staff to maximise the learning of pupils.	Deploys support staff effectively to support the learning of pupils.	Is able to deploy support staff effectively.	Is unable to deploy support staff.
<b>D</b> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Is consistently proactive in taking full responsibility for improving their own teaching through professional development. Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.	Takes responsibility for improving their own teaching through professional development.  Respects and responds to the advice and guidance offered by colleagues.	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.
<b>E</b> communicate effectively with parents with regard to pupils' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.

## 11. Teachers' Standards, Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. (Teachers' Standards, Part Two: Personal and professional conduct)

**Part Two of the Teachers' Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially result in disciplinary procedures.** A typical partnership approach is detailed below.

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

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the trainees' conduct. Partnerships will address these as part of their regular reviews of trainee progress and conduct. **If any concerns arise, then the cause for concern procedure should be instigated.**

## Part Two: Personal and professional conduct

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

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

treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions

showing tolerance of and respect for the rights of others

not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

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

Teachers' Standard: Part Two descriptor		Scope	Key questions	Consistently high standards	Cause for concern
i	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	<p>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</p> <p>having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions</p> <p>showing tolerance of and respect for the rights of others</p> <p>not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</p> <p>ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</p>	<p>Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?</p> <p>Does the trainee develop appropriate professional relationships with colleagues and pupils?</p> <p>Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions? *</p> <p>Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? *</p> <p>Does the trainee understand the challenges of teaching in modern British schools? **</p> <p>Is the trainee aware of the Prevent Strategy and its implications? ***</p> <p>Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? **</p> <p>Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?</p>		
ii	Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	<p>The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.</p> <p>The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.</p> <p>The trainee is punctual for school, lessons, meetings, etc.</p> <p>The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.</p> <p>The trainee's language and dress are highly professional and in line with school policy.</p>	<p>Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?</p> <p>Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school?</p> <p>Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?</p>		

Teachers' Standard: Part Two descriptor		Scope	Key questions	Consistently high standards	Cause for concern
lii	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality.	Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern?		

\* Keeping Children Safe In Education (DfE September 2016)

\*\* Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

\*\*\* Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are **protected in law**, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour



## Appendix 2 – Stage 1a Form – Cause for Concern



### Form 1a: Stage 1

#### Cause for Concern Report

Trainee:	School:	Subject:
Mentor:	Subject Tutor:	Date:

The use of this form indicates that those responsible for supporting a trainee are concerned about limitations in the trainee's progress. On receipt of this form the SCITT will guide the school in establishing a programme of support and a timetable for clear targets. If sufficient progress is made after two weeks then the trainee will no longer be regarded as a cause for concern. If concerns remain a further set of targets will be established and an assessor's visit will be organised. Subject Tutors must complete this form in full – **preferably with ink signatures** - and send a copy directly to the SCITT Director.

**A copy must be retained by the school and another given to the Trainee.**

Cause for Concern Initiated by:	Role:
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<b>Nature of Concern</b> (please comment and link to the Teaching Standards where appropriate):
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<b>Initial Targets for Action</b> (A full action plan will be established with the SCITT support tutor – normally the Subject Tutor – in consultation with Mentor and the trainee)
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***Unless targets are met trainees are unlikely to be recommended for QTS***

Trainee's response (optional):
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Trainee signature\*: .....

Date .....

Mentor signature\*: .....

Date .....

Subject Tutor signature\*: .....

Date .....

If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.

## Cause for Concern: Record of Response

Trainee:	School:	Subject:
Mentor:	Subject Tutor:	Date:

This form establishes a formal response to any Cause for Concern. The aim is to develop a programme of both training support and targets with clear timings and measurable outcomes. Following support, targets are reviewed and the review is completed. Satisfactory progress against targets ends the Cause for Concern process. If progress is inadequate, targets are re-established and an assessor is called in to assess whether the Professional Practice continues (Stage 2). Tutors are required to complete this form in full – **preferably with ink signatures** - and send it to the SCITT Director.

**Copies must be kept by the school and the trainee.**

### Stage 2: Action Plan for Targets & Support

Agreed Targets (Drawn from original request and linked to specific standards if appropriate)	Support Offered (what and by whom)	Monitored by	Progress Outcomes (what will improvement “look” like?)	Review dates (normally 2 weeks)

I agree with this action plan and understand that if I do not make progress against these targets I will be unlikely to pass this Professional Practice.

**Trainee signature\*:** ..... **Date** .....

We agree to offer the necessary support and monitor the progress as outlined in the action plan.

**Support Tutor signature\*:** ..... **Date** .....

**Mentor\*:** ..... **Date** .....

**Subject Tutor signature\*:** ..... **Date** .....

**If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.**

### Form 1b: Stage 1 Cause for Concern: Review of Targets

Trainee:	School:	Subject:
Mentor:	Subject Tutor:	Date:

Please tick one of the following statements, sign and date the response:

**Satisfactory progress has been made against agreed targets and the trainee's professional practice is no longer a cause for concern**

**Progress against agreed targets has been unsatisfactory. Revised targets are identified below and a request is made for an assessor's visit to follow as soon as possible**

**Mentor signature:** ..... **Date** ... ..

**Support Tutor signature:** ..... **Date** ... ..

**Subject Tutor Signature:** ..... **Date** .....

I am aware of this outcome and understand its impact upon my progress on the course.

**Trainee signature:** ..... **Date** ..... ..

If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.



## Stage 2 Cause For Concern: Case Conference Report

Trainee:	School:	Subject:
Mentor:	Subject Tutor:	Date:

Case Conference members should use this page to summarise their judgments, discussions with the trainee and Subject Tutors during the visits and to supplement the lesson observation record(s). Copies should be retained by the SCITT Director, tutor(s) and trainee. A copy should be sent to the Subject Tutor and SCITT Director.

**Action Plan in preparation for examiner's assessment visit (if necessary) to be completed by subject tutor**

Revised Targets (Drawn from comments above and linked to specific standards as appropriate)	Further Support Offered (what and by whom)	Progress Outcomes (what will improvement "look" like?)

**To be complete by the external assessor:**

Outcomes	Comments: What progress has been made? What areas still require development?	Evidence Base:

<p><b>Inspection of Teaching File(s)</b></p> <p>Is there sufficient evidence of: <i>please tick</i></p> <ul style="list-style-type: none"> <li>- Lesson Planning / Units of work?</li> <li>- Evaluations?</li> <li>- Assessment of pupils' work?</li> </ul> <p style="padding-left: 40px;">Record of Achievement</p> <p><b>Discussion of Support with Trainee</b> <i>please tick</i></p> <ul style="list-style-type: none"> <li>- Has the trainee received appropriate support from their subject tutor?</li> <li>- Has the trainee received a regular entitlement to mentor support?</li> <li>- Have regular lesson observations been carried out?</li> <li>- Evidence of SMART targets being set?</li> </ul> <p><b>Additional comments regarding School experience:</b></p> <ul style="list-style-type: none"> <li>- What are the school/mentor's perspectives?</li> </ul> <p><b>Trainee perspective:</b></p> <p>Any additional comments from trainee about school experience?</p>	<p><b>Comments</b> <i>(as required):</i></p>
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**Evidence from visit indicates that overall the trainee's progress towards the Cause for Concern targets has been:** *(please circle)*

**Unsatisfactory**

**Satisfactory**

**Good**

**Very Good**

**Consequently, the recommendation is that the trainee is:**

- ☐ ☐ Has met the Targets and is no longer on a Cause for Concern.
- ☐ Has not met the targets and has failed this Professional Practice.
- ☐ Any other recommendation(s) *(please specify):*

**Signed (Examiner):**..... **Date:**.....

**Mentor signature:** ..... **Date** .....

**Support Tutor signature:** ..... **Date** .....

**Subject Tutor Signature:** ..... **Date** .....

I am aware of this outcome and understand its impact upon my progress on the course.

**Trainee signature:** ..... **Date** .....

On completion please send a copy of this form - **with signatures** - directly to the SCITT Director. Copies should be retained by the school and the trainee. If an assessor's visit is requested the form should be accompanied by a copy of the trainee's timetable with details of lesson times and class availability. The assessor will need to observe two separate lessons, discuss the trainee's progress with school based tutors and interview the trainee.

**If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.**