

Professional Standards for Qualified Teacher Status



Help Guide

Professional Attributes

Relationships with Children and Young People

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Do you have high expectations of your pupils?

Do you:

- set challenging targets
- contribute to the setting of formal targets
- provide daily praise and encouragement
- challenge poor performance
- set clear boundaries for behaviour
- provide clear and just sanctions
- act as an advocate when necessary
- act as a good role model
- constantly show you believe in your pupils
- demonstrate concern for the development of pupils as learners?

Do you demonstrate respect for pupils and do they perceive it?

Do you:

- use pupils' names (correctly pronounced)
- celebrate and have an awareness of their social, cultural and ethnic backgrounds
- have knowledge of geographical origins
- have knowledge of main dimensions of religious/cultural belief and important customs (including festivals and dress)?

Do you have a constructive relationship with your pupils?

Do you:

- maintain an objective, professional role
- adopt a guiding and counselling approach to problems
- treat all pupils equally
- investigate fully before reaching conclusions
- respect confidences (unless the pupil is "at risk")
- demonstrate flexibility
- exercise professional judgement
- demonstrate sensitivity to pupils' feelings
- remain consistent and firm
- remain vigilant about bullying, ostracism, name-calling, substance abuse, and physical, sexual and emotional abuse?

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Do you demonstrate professional attitudes and behaviours in your work with others?

Are you:

- warm, calm and caring
- sensitive and sympathetic
- supportive and helpful
- honest, trusting and approachable
- consistent and fair
- a good listener
- someone with a constructive sense of humour
- respectful and show liking for all pupils
- empathetic, patient and understanding
- open and enthusiastic
- committed to pupil achievement
- optimistic and positive
- intellectually curious
- keen to seek information and advice
- flexible, adaptable and willing to try new ideas or change tack
- keen to stimulate and motivate others
- someone who achieves job satisfaction
- a good and timely communicator (written and spoken)
- assertive (not passive or aggressive)?

Frameworks

- Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
- (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Do you:

- show an understanding of your contractual rights and obligations, both in your workplace and in the Teachers' Pay and Conditions document
- show an awareness of teachers' statutory responsibilities?

Communicating and Working with Others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Do you communicate effectively with pupils in the classroom?

Do you:

- gain and hold attention through confident and initial intervention, including audibility and clarity
- have a purposeful, energetic and positive tone
- have an effective 'coming together' routine (5-10 seconds)
- show enthusiasm for the lesson
- demonstrate clarity of lesson purpose and direction
- fluent exposition
- involve the pupils (e.g. through questioning)
- use (appropriate) sense of humour and warmth?

Do you have a capacity for communication?

Do you:

- use movement effectively, including gesture; appropriate professional posture and facial expression and good mobility around the teaching space
- use eye contact effectively, including achieving initial engagement with pupils; monitoring off-task behaviour (the 'lighthouse' effect) and sustained use with an individual to reinforce praise or a reprimand
- use your voice effectively, through loudness and energy (projection); clarity of diction; well-judged pace; use of emphasis; variety of tone; conveying enthusiasm?

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Do you create a partnership with colleagues, parents and carers through detailed reporting?

Do you:

- report the minimum expected level of achievement in the current phase in relation to the student's current working level
- report the potential level of achievement by end of phase, given a meeting of targets
- report current attitude/effort
- convey concerns
- provide short and medium-term targets for development?

Do you foster a home-school partnership?

Do you:

- monitor and liaise over pastoral issues daily
- monitor attendance carefully
- call and write to parents giving praise or expressing concern
- relay thoughtful, accurate and informative reports to parents
- communicate effectively?

Q6 Have a commitment to collaboration and co-operative working.

Do you work collaboratively with colleagues, specialists and TAs?

Do you:

- familiarise other adults in the classroom with syllabi and schemes of work
- engage in joint planning
- share your learning objectives with them before each lesson
- clearly establish your respective roles in pupil learning
- involve them in assessment activities
- make effective use of other adults in the classroom
- contribute to teaching teams?

Personal Professional Development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

Do you evaluate your own practice effectively?

Do you:

- prioritise and focus your energy
- show initiative and create opportunities
- solve problems proactively
- thinks ahead
- analyse (break problems down into key parts)
- go to the root of the problem
- seek information and evidence
- use facts and figures as part of logical argument
- recognise cause and effect
- identify patterns and creative solutions
- behave confidently and decisively
- strive for the best possible provision
- set challenging targets and hold others accountable
- challenge poor performance
- make the complex simple
- create or adapt systems
- have impact, influence and the ability to inspire?

(b) Identify priorities for their early professional development in the context of induction.

Do you proactively seek professional development opportunities?

Do you:

- find opportunities for job enrichment/extension
- mentoring (ITT and NQT)
- actively participate through membership of LEA working groups
- attend day and extended courses?

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified

Do you continually experiment with aspects of your professional practice?

Do you:

- experiment with modes of planning and preparation
- use different forms of inter-personal communication
- experiment with the management of learning
- change your general professional approach?

Q9 Act upon advice and feedback and be open to coaching and mentoring.

Do you reflect objectively on your strengths and weaknesses, and negotiate professional targets with appropriate line-managers:

Do you reflect upon:

- the formation of challenging individual pupil learning targets, aggregated into whole class targets
- the identification of areas for improvements in specific aspects of professional practice
- the identification of professional development needs
- the identification of support mechanisms?

Professional Knowledge and Understanding

Teaching and Learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Are you aware of strategies to promote good behaviour and a purposeful learning environment?

Do you manage pupils' behaviour constructively, establishing a clear framework for discipline?

Do you insist on clear and consistent ground rules on:

- pupil entry-movement/leaving
- when the lesson is deemed to have started
- answering questions (e.g. use of hands)
- use of own and other pupils' equipment
- seeking help when in difficulty
- pupil conversation/talking
- acceptable standards of work
- work deadlines and criteria for extensions
- sharing and co-operation in class/homework
- courtesy and politeness?

Assessment and Monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Are you able to assess progress using National Curriculum descriptors and those of awarding bodies?

Do you:

- provide regular oral and written feedback on progress after marking and individual discussion
- assess aspects of NC POS mastered
- asses NC level reached?

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Do you create opportunities to monitor/assess pupil learning, give feedback and set targets?

Do you manage pupils' behaviour constructively, establishing a clear framework for discipline?

Do you:

- frequently monitor the whole class by scanning and prompt response to 'off task' behaviour
- frequently praise and appropriate reprimands/sanctions
- give widespread individual attention, giving help and feedback on progress
- provide assessment opportunities
- establish with individuals your minimum expectations of them (from prior attainment); their current achievement, attitude and effort and their short-term goals in order to progress
- give positive/sympathetic response to pupil questioning
- have mobility around the room?

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Do you analyse your pupils' performance against national value-added bench marks, in order to evaluate your teaching and their attainment?

Do you:

- evaluate the clarity and effectiveness of your planning
- analyse the interest and motivation fostered by your teaching resources
- increase the stimulating nature of your teaching environment
- have energy and enthusiasm in your teaching performance
- implement the 'tough care' implicit in your relationships with pupils
- optimize feelings of orderliness and security in your teaching area
- evaluate the appropriateness of the pedagogies and teaching methods you use
- analyse the effectiveness of your assessment and feedback methods
- think about the degree of flexibility and quality of professional judgement evident in your lessons
- evaluate the effects of your attitudes, relationships and professional behaviours
- analyse the adequacy of your subject and professional knowledge to the demands of your teaching
- think about your ability to evaluate and improve your professional practice?

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Do you have a secure knowledge of the National Curriculum including (for different phases)?

Do you:

- recognise the progression from Early Learning Goals to KS3
- know the structure and requirements of the primary curriculum with regard to core and foundation subjects, including RE and citizenship
- understand relevant programmes of study
- know the relevant level, and end of key stage descriptors
- understand the National Literacy and Numeracy strategy
- have familiarity with assessment routines
- understand KS3 and 4 courses including vocational courses
- know the framework of 14-19 qualifications
- understand the contribution to the teaching and assessment of Key Skills that your subject has?

Do you have the expected knowledge and understanding to teach your specialist subject competently?

Do you:

- have secure subject knowledge, including understanding of KS3 National Curriculum, KS3 strategy (for core subjects), KS4 pathways for progression and KS4 Key Skills?
- have up-to-date broader professional knowledge
- know your subject in relation to curriculum application
- fluency in the use of subject terminology
- knowledge of recent developments (via subject journals etc.)
- an understanding of the relationship with other subjects (e.g. maths to science)
- an awareness of common mistakes/misconceptions and how to address them?
- an ability to support non-subject-specialist colleagues?

Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Are you able to assess progress using National Curriculum descriptors and those of awarding bodies?

Do you:

- provide regular oral and written feedback on progress after marking and individual discussion
- assess aspects of NC POS mastered
- assess NC level reached?

Are you aware of what is expected within the Key Stages either side of the stages you teach?

Do you:

- understand the place of your teaching within the National Curriculum as a whole
- understand the relationship of your subject/phase to the Core subjects, the Foundation subjects, other National Curriculum subjects, areas of learning that lie outside of the National Curriculum?

Do you:

- understand the role of your teaching subject in relation to the broader school curriculum
- recognise relevant cross-curricular themes?

Literacy, Numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)

Have you passed the QTS tests in Numeracy, Literacy and ICT?

Are you aware of how ICT is used across the curriculum?

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Do you make effective use of ICT?

Do you:

- use resources created according to the educational principles
- use font size, grammar and vocabulary appropriate to age
- use columns effectively (as opposed to page-wide blocks of text)
- use supporting text/graphics/pictures/'white space'
- appropriately choose 'bought' texts?

Do you understand and use a full range of technological teaching media/resources, including:

- library (including CD ROMS)
- audio visual aids including black/white board, TV and video and OHP and Power Point
- ICT, including word processing, spreadsheets, databases, desktop publishing, data logging (where relevant)?

Achievement and Diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Are you aware of the cultural diversity of your pupils?

Do you understand the developmental factors which can affect pupils' learning?

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Do you have an awareness of pupils with various forms of learning difficulty or impairment?

Do you:

- have an awareness of issues that may arise through physical activity (e.g. mobility/access issues), visual (e.g. positioning with respect to visual aids), aural (e.g. consciousness of pupil's need to lip-read), SEN (e.g. dyslexia or Asperger's Syndrome), EAL (e.g. non-English speaker)
- understand the SEN code of practice?

Do you recognise and respond to Equal Opportunities issues?

Do you:

- have a differentiated approach to pupils with different achievement levels (using IEPs and SEN Code of Practice where relevant), motivation levels, impairments, levels of language acquisition
- show commitment and sensitivity to, and celebration of, cultural diversity?

Does your teaching demonstrate an understanding of child development appropriate to your phase, including common disorders affecting learning and how to address them?

Do you address:

- dyslexia
- dyspraxia
- attention deficit disorder
- Asperger's syndrome (and autism)
- low self-esteem
- depression
- generalised anxiety
- emotional and behavioural difficulties?

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Do you understand the contribution of support staff?

Do you liaise proactively and positively?

Health and Well-being

- Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Are you familiar with the national and local framework documentation and practices?

Professional Skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Do you teach clearly structured lessons and sequences of lessons, making learning objectives clear and promoting independent learning?

Do you organise and manage teaching and learning time effectively?

Do you:

- select and prepare relevant and useful resources
- set challenging teaching and learning objectives
- construct lesson plans that show a clarity of expected learning outcomes within a lesson regarding knowledge (facts, information), concepts (ideas, thoughts), skills (techniques, abilities), values (implicit/explicit moral ideas), personal development (independent learning)?

Do you provide opportunities to set short-term targets for improvement which are (where possible):

- specific (e.g. practise formation of letters 's' and 'r' in joined-up handwriting)
- measurable (e.g. learn two irregular French verbs)
- achievable (e.g. use 'look, say, cover, write, check' to do five difficult spellings)
- realistic (e.g. do ten minutes of reading with parents, three times per week)
- time related (e.g. complete target for test in two weeks)?

Do you use these objectives when planning lessons and in assessment, considering:

- openings and introductions
- homework tasks
- exposition, demonstration and task setting
- opportunities for questioning
- learning activities (whole class, individual and group work)
- use of other adults
- differentiation (task design, resource design, individual response, individual support, pupil grouping)
- assessment, feedback and target setting
- changes in room layout
- resource access and distribution
- health and safety
- effective lesson endings?

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Do you set clear homework which consolidates and extends pupils' learning; encouraging independence?

Do you include:

- rationale
- effective recording of task
- resources to be used
- time to be taken
- expectations and criteria for successful completion
- deadline for completion
- parental involvement (where relevant)
- planned follow-up activities?

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

- (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
- (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;

Do you give effective explanations?

Do you:

- match vocabulary and grammar to achievement level
- logically sequence ideas
- use well-chosen examples and illustrations
- show willingness to find alternative explanations
- have patience and empathy?

(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Do you teach effective lessons?

Do you:

- **have effective lesson openings** through prompt arrival, enthusiastic welcome, responsible pupil teacher-directed seating arrangements, prompt settling and a (5-10 seconds) 'coming together' routine ending with 100% attention, efficient registering (where appropriate)?
- **have effective introductions** characterised by confident and lively presentation, links to previous learning (progressive revision), clarification of place in scheme of work, sharing of lesson goals, efficient resource access and distribution, clarifying health and safety-ground rule considerations (e.g. pupil movement)?
- **have effective exposition, demonstration and task setting**, including clear, well paced explanation/exposition with appropriate vocabulary/examples; clear demonstration (where appropriate) with recapping; clear task-setting (recapped/reinforced) with clear expectations regarding presentation/work rate, resources needed and how accessed, timelines, extension activities (where appropriate), successful completion?
- **have effective choice of learning activities**, balanced and linked directly to intended learning outcomes, in that you use appropriate learning channels, including visual, oral, aural, physical/tactile; you use appropriate pedagogies, including instruction, guided discovery, pure enquiry
- **use appropriate teaching methods**, including: drill/rote/lecture/programmed learning (e.g. for learning skills and information); experiment/investigation/research (e.g. for developing independent learning); discussion/drama/pair work/group work (e.g. for developing social skills/empathy); brainstorming/minimaps/writing frames (e.g. developing creativity and planning skills); open and closed questioning at appropriate points to prompt recall/promote progressive revision, explore prior learning, monitor/clarify new learning, effect summaries, progressively engage all students in the lesson?
- **achieve smooth transitions between activities** by establishing clearly timed end-points for tasks, effective (5-10 seconds) coming together routines, using appropriate moments for the setting of secondary tasks?
- **achieve effective lesson endings** that are well-timed, involve effective summary/consolidation of learning, involve forward link to next lesson, involve orderly clear away/checking/room tidying, orderly/teacher directed pupil exit?

Do you differentiate?

Do you:

- create and use effective resources related to the target group, well-matched to the learning objectives/schemes of work/tests/exams, that are well-reproduced, clear, visually interesting, up-to-date, adequately differentiated, counteract gender and cultural stereotypes?

Does your teaching show an awareness of pace and timing?

Do you:

- accurately time different phases of the lesson
- effectively balance teacher talk and pupil learning activity?

Assessing, Monitoring and Giving Feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

Do you use a range of monitoring and assessment strategies, and use these to inform your planning and teaching?

As an integral part of your teaching do you monitor pupils' level of understanding during lessons?

Do you:

- read body language and facial gestures
- frequently scan the room during task completion
- support and investigate
- mark work in-class
- question individual and the whole class for understanding
- encourage self-assessment through checking of work (e.g. MPS triple-check: meaning, punctuation, spelling), peer checking, peer assessment against criteria (e.g. evaluation of drama performance) and self-review of targets?
- provide guidance and preparation for assessment tasks including, note taking, revision methods (e.g. revision card construction), mnemonics and memory tags (e.g. acronyms), question analysis skills, key words/phrases, writing frames and model answers
- set periodic assessment tasks which are constructed to assess knowledge of subject/topic (facts and information), understanding of concepts (abstract ideas), mastery of skills (techniques and abilities) understanding of values (moral ideas)?

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Are you able to identify and support more able, underachieving, failing and behaviourally difficult pupils?

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Do you give constructive feedback and engage pupils in reflection on their performance?

As an integral part of your teaching do you, through marking and individual discussion, provide regular oral and written feedback on progress?

Do you:

- report areas of weakness
- report priority areas for development?

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Do you provide regular opportunities for pupils to review progress?

Do you:

- set a minimum level of achievement expected, given prior attainment (from national benchmarks)
- review current level of work with respect to national benchmarks
- evaluate the potential level of achievement at next assessment stage, given that targets are achieved?

Do you record progress systematically, and use this evidence to inform planning and to help pupils to review their own progress?

Do you:

- keep efficient, dated records of pupil achievement
- use key baseline data (e.g. reading/spelling ages, SATS, NC level, SEN level)
- record observations on personal and social development
- monitor class work, homework, test/topic assessment marks
- record attitude/effort grades
- make a note of concerns
- record attendance/absence?

Reviewing Teaching and Learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Do you respond positively to changes in the teaching environment and deploy the various elements of your teaching repertoire with sound judgement?

Do you:

- **adapt lesson plans** including change in pace (e.g. to 'wake up' a lethargic group); change in activity (e.g. because of poor pupil response); change in tone (e.g. to challenge a boisterous group); in response to plan not working effectively?
- **seize opportunities** including amending a lesson plan to take advantage of a visitor (e.g. a visiting governor who is a pilot); to go off on an interesting tangent suggested by a pupil (e.g. an interesting story about her family); in response to an artefact brought in by a pupil (e.g. 1st WW shell casing)?
- **calmly improvise in response to the unexpected** including equipment failure (e.g. video, OHP, ICT); trauma affecting class (e.g. pupil injury, epileptic seizure); teacher/visiting speaker not turning up?
- **find alternative means of explanation when existing ones are not working** including finding other examples/illustrations (e.g. other ways of demonstrating electricity); sequencing ideas in another way (e.g. looking at patterns in a multiplication square before learning tables)?
- **quickly switch from one form of teaching behaviour to another**, e.g. from relaxed to very firm, from confronting to supportive, from a rapport appropriate to year 5 to one appropriate to year 8, from a whole class voice register to a conversational one?

Learning Environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.

Do you organise and manage your physical teaching space effectively?

Do you:

- clearly organise resource areas such as storerooms, bookshelves and cupboards, filing cabinets and desks in a tidy and indexed manner
- encourage independent learning through easy pupil access to key resources, simple ground rules on access, simple monitoring and checking systems, clear labelling and position of resources within the room
- make your teaching area colourful, stimulating and part of a caring ethos?

Does your teaching area show a practical awareness of effective room/desk layout and use of space?

Do you:

- use different room layouts for different activities (group and individual)
- have desk/table and pupil movement routines
- consider the positioning and orientation of teacher's desk
- consider the relationship of seating arrangement to black/whiteboard and AVA equipment
- have adequate provision and effective positioning of wall mounted and portable display boards
- have an awareness of subject/phase specific health and safety considerations and to whom you should report deficiencies
- do you attend to the cleanliness and tidiness of tables, desks and chairs (including removal of graffiti); other classroom furniture; walls and notice board areas; windows, sills and curtains and floor area, and carpeting (where relevant)?

Do you provide colourful, stimulating and well-mounted displays?

Do you:

- display posters and pictures, to stimulate interest, encourage aesthetic awareness, counteract gender and cultural stereotypes
- display children's work, to celebrate achievement, set standards and show work is valued
- display curriculum-related theme work to give information and summarise/reinforce concepts and skills
- have notice boards, artefacts (models etc.), classroom exhibitions to extend/enrich learning and introduce a tactile 3D dimension
- display plants?

Do you consider pupil ownership of classroom area?

Do you:

- have routines for classroom maintenance, including tidying, litter removal, graffiti removal, notice board amendments and plant watering
- have a means of involving pupils in designing/changing display
- consider the working ambiance and effects of weather, including the level of heat/warmth in the room, adequacy of ventilation/fresh air and effects of brightness of sun (e.g. use of blinds, curtains)?

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Do you make use of available support/sanctions/communication systems?

Do you:

- communicate between home and school through diary/planner
- remove free time or privileges
- seek support through referral to pastoral/departmental staff
- use daily reporting/support card systems
- consider isolation from other pupils, meeting with parents or temporary exclusion
- consider Personal Support Plans (PEPs for 'looked after' children)?

Do you follow through sanctions and make effective use of reprimands?

Do you:

- follow through within lessons and after lessons in pupils' free time
- consider discussion with relevant pastoral/management staff and/or with parents
- seek help from with relevant support agencies, including Educational Welfare Officers, Educational Psychologists, Social Services, Police, where necessary
- use a firm, professional tone of voice
- target correctly
- emphasise what is required
- maintain/sustain eye contact
- criticise behaviour not the pupil
- avoid anger and confrontation
- state the rule and rationale behind the reprimand
- avoid comparisons with other pupils
- not make empty threats
- avoid a reprimand to the whole class?

Do you demonstrate a geared response to authority challenge, including:

- investigation and academic help
- a counselling approach
- positive reprimand (emphasising what is required)
- firm, clear warning with threat of sanction
- implementation of sanction?

Team Working and Collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Do you contribute to the corporate life of the school?

Are you perceived as being a reliable a good, collegiate team player?

Are you:

- punctual, well organised, someone with stamina and emotional resilience
- someone who can manage time by listing, prioritising and scheduling task to meet deadlines
- accountable to established policy, established practices and procedures
- persevering (and honour commitments)
- someone who rises to challenges?
- co-operative and of value others
- able to make an active contribution
- able to draw out others and build team spirit
- willing to express a professional view and share information
- tactful and diplomatic
- able to adopt different roles within a team, including chair of meeting, resource finder, task finisher, secretary
- aware of your own and others' strengths and weaknesses
- someone who builds trust, respect and others' self-esteem
- someone who deliberately avoids sarcasm, moodiness, withdrawal, anger and hostility and conflict
- willing to accept responsibility?

In your teaching, do you demonstrate an understanding of the structure and functioning of the school?

Do you:

- understand policy formation and the role of the governors, funding, the whole curriculum, the timetable and staffing, pastoral systems, home-school partnership, community links
- understand the structure and functioning of the organisations in the local environment and their relationship to education, including County /Borough Councils, Local Education Authority, Further Education Funding Council, Learning and Skills Council?

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Are you aware of the impact that colleagues can have through supporting learning?