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| **PGCE Secondary Progress Report – Placement 3** | | | | |
| **Trainee:** | | | **Subject Mentor completing report:** | |
| **School/College:** | | | **Date:** | |
| **Progress Matrix and ITAP Log** | | | | |
| *Please summarise how your trainee has engaged with the Progress Matrix and ITAP Log (brief).* | | | | |
| **Classes and Subjects/Topics Taught** | | | | |
| **KS3** | | **KS4** | | **16+** |
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| *Has your trainee has met the QTS Standards (see* [*end*](#QTS) *for reference) in the following areas:* ↓ | | *Please summarise the progress your trainee has made over the placement in each Core Area, using their Progress Matrix to assist. Please expand the boxes as necessary.* | | |
| **Teacher Expectations**   * high expectations of and for young people * a positive environment * behaviour for learning | y/n |  | | |
| **Subject and Curriculum Knowledge**   * good knowledge of the subject and the curriculum | y/n |  | | |
| **Planning and Teaching**  - classroom practice  - how pupils learn  - adaptive teaching | y/n |  | | |
| **Assessment**   * use assessment productively | y/n |  | | |
| **Professional behaviours**   * wider professional responsibilities | y/n |  | | |
| **Professionalism**  - high standards of ethics and behaviour | y/n | *Your trainee will be on track in terms of professionalism unless they have been unprofessional: i.e., they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school/college.* | | |
| **Literacy and Numeracy**  - appropriate professional competency with literacy and numeracy | y/n | *Please add a comment if required.* | | |
| **Strengths** | | | | |
| *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three areas of strength*** *(at least one subject-specific where possible).* | | | | |
| **1.** | | | | |
| **2.** | | | | |
| **3.** | | | | |
| **Targets** | | | | |
| *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three areas******for development as an ECT****, indicating specific approaches that you think may be useful for them to adopt or try.* | | | | |
| **1.** | | | | |
| **2.** | | | | |
| **3.** | | | | |
| *Additional targets agreed with trainee’s University Tutor.* | | | | |

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| **Number of HALF DAYS absence (excluding agreed absence for interviews)** |  |

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| **Subject Mentor signature** |  |
| **Subject Mentor email** |  |
| **Trainee signature** |  |

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| **Professional Mentor Comment** |
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*This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee’s next placement. Electronic copies are available from the mentor resource site:* [*www.seed.manchester.ac.uk/mentors*](http://www.seed.manchester.ac.uk/mentors)

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| **QTS Standards** |

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|  | **Secondary PGCE Teachers’ Standards (for assessment at the end of the PGCE)** | |
| **Part One: Standards for Teaching**  **A teacher must:** | | |
| **Set high expectations which inspire, motivate and challenge pupils (S1)** | | **Teacher Expectations** |
| 1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | |
| **Manage behaviour effectively to ensure a good and safe learning environment (S7)** | |
| 1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy 2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve & motivate 4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | |
| **Demonstrate good subject & curriculum knowledge (S3)** | | **Subject Knowledge** |
| 1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings 2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. c) 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. | |
| **Plan and teach well-structured lessons (S4)** | | **Planning and Teaching** |
| 1. impart knowledge and develop understanding through effective use of lesson time 2. promote a love of learning and children’s intellectual curiosity 3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. reflect systematically on the effectiveness of lessons and approaches to teaching 5. contribute to the design and provision of an engaging curriculum within the relevant subject areas. | |
| **Promote good progress and outcomes by pupils (S2)** | |
| 1. be accountable for pupils’ attainment, progress & outcomes 2. plan teaching to build on pupils' capabilities & prior knowledge 3. guide pupils to reflect on the progress they have made and their emerging needs 4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. encourage pupils to take a responsible and conscientious attitude to their own work and study. | |
| **Adapt teaching to respond to the strengths and needs of all pupils (S5)** | |
| 1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, & how best to overcome these 3. 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 4. 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 5. be able to use and evaluate distinctive teaching approaches to engage and support them. | |
| **Make accurate and productive use of assessment (S6)** | | **Assessment** |
| 1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. make use of formative and summative assessment to secure pupils’ progress 3. use relevant data to monitor progress, set targets, and plan subsequent lessons 4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | |
| **Fulfil wider professional responsibilities (S8)** | | **Professional Behaviours** |
| 1. make a positive contribution to the wider life and ethos of the school 2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. deploy support staff effectively 4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. communicate effectively with parents with regard to pupils’ achievements and well-being. | |

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| **Part Two: Standards for Professional and Personal Conduct** |
| **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.** |
| **They do this 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  1. having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions 2. showing tolerance of and respect for the rights of others 3. 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 4. ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to   break the law. |
| **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.** |
| **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**. |

*To fail to be on track with Part Two is to have acted unprofessionally. This represents a more significant issue than not to have met the standards for professional responsibilities in S8.*