

Hallmarks of trainees demonstrating particular strengths at the end of placement one

This document has been put together by working with experienced mentors across a range of schools. It is meant to be used alongside the ITT Core Content Framework (CCF) when discussing trainee progress at the end of Placement One. It is not intended to be exhaustive and, by its nature, it is more informal and designed to get into some of the harder to describe 'whole-trainee' aspects of success at this stage of ITE. It is to give a 'flavour'.

Strengths may be evident:

As a colleague....

Has plenty of initiative. Proactively involves themselves in whole school life and in extra-curricular activities. Is very useful to the department and feels a part of it. Communicates well with colleagues. Is confident in a range of contexts. Successfully juggles the different demands of the job. Knows when to ask for help. Understands that teaching is about students' learning and not themselves. Is self-aware in relation to school issues and knows how to respond. Is trusted to teach A-Level (where relevant). The department is sad to see them go as they have played such an active role.

Re mentoring...

Brings ideas for lessons and assignments to mentor meetings. All paperwork is done without prompting. Is proactive and requires guidance more than intervention. Shares promptly and unbidden their weekly targets with other teachers whose classes they are teaching. Able to prioritise and manage workload effectively. Is creative and reflective in their approach to their own development and their role in school.

Approaching teaching...

Has a good balance of self-critique versus the need to be pragmatic about what is possible. Adopts a problem-solving approach to mistakes made. Is independent and proactive in planning. Is moving towards using briefer lesson plans. Is embedding differentiation into planning. Is realistic about student progress and rate of progress. Balances being innovative and being pragmatic in relation to planning and resourcing. Uses and improves departmental resources and experiments with new ideas. Is aware of subject knowledge gaps and is on top of working to change the situation. Is operating with sequences of lessons and understands learning across them. Is up-to-date with thinking about subject concepts and thinks beyond the immediate content of the lesson to the wider/ongoing learning.

With students...

Has taught a full quota of lessons and more. Some lessons are already ECT standard. Has presence and confidence in the classroom. Positive and individualised relationships with students. Knows the need to keep working at the student-teacher relationship. Grasps names quickly and uses observation to identify key pupils. Takes ownership of classes. Class teacher feels confident to leave the trainee to plan and deliver a class without observation. Impact on students is such that students express regret at their leaving. High expectations of what all students can achieve.

Assessment...

Assessment for learning is starting to flow as a regular feature of lessons. Have experienced marking across all key stages, and this has been fairly accurate and consistent. Uses a range of methods to feedback to students. At the end of the placement, work is marked up-to-date and handover to the regular class teacher is initiated without prompting.