

Moving towards VERY GOOD against the Teachers' Standards

Part One:

1 Set high expectations which inspire, motivate and challenge pupils

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of evidence
<p>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning.</p>	<ul style="list-style-type: none"> • How do you project your expectations about an atmosphere highly conducive to learning in the classroom? • How do you plan for a balance of teacher and pupil talk that keeps the learning engaging and at a good pace? • How do you keep track of what ALL pupils are doing in your lessons? How well do you address ALL individuals' needs and progress in lessons and over time? • How well do you equip pupils to be resilient, confident independent and interdependent learners? • To what extent are you and your pupils experimenting and evaluating within the boundaries of effective, focussed teaching and learning? 	<ul style="list-style-type: none"> • The intended learning of every lesson is very clear and activities, planned in detail, are focused and relevant to that learning. • There is an expectation of high achievement by all with different routes to the intended learning provided according to pupil need. • Tone of voice and language used to communicate with pupils is respectful. • Pupils have a clear sense of purpose to their learning and remain engaged. • Resources are planned for, differentiated and successfully managed. • High quality, effective resources are used to stimulate and maintain pupils' interest. • Where appropriate, planning includes risk assessment. • H&S risks are communicated to the pupils as necessary.
<p>They consistently set high expectations of pupils in different training contexts.</p>	<ul style="list-style-type: none"> • Do you feel confident to take risks and be creative? 	<ul style="list-style-type: none"> • High expectations are embedded. • Learning objectives stretch and challenge ALL pupils. • Lessons have clear intent, are well implemented and the impact on ALL pupils is clear.
<p>There are high levels of mutual respect between the trainee and pupils.</p> <p>They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</p> <p>They generate high levels of enthusiasm, participation and commitment to learning.</p>	<ul style="list-style-type: none"> • Are you able to look on mistakes as opportunities for professional learning? 	<p>Trainee</p> <ul style="list-style-type: none"> • is always punctual, well presented and smart. • promotes interdependence amongst pupils. • demonstrates high levels of enthusiasm for their subject • promotes a 'can do' culture. • regularly challenges inappropriate sexist, homophobic, racist language and behaviour. • promotes environmental understanding and concern.

2 Promote good progress and outcomes by pupils

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of Evidence
<p>They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach.</p>	<ul style="list-style-type: none"> • When you plan, are you thinking about a sequence of learning across a series of lessons? Are you clear about what you want pupils to learn and where the learning fits into their learning over time? <ul style="list-style-type: none"> <input type="checkbox"/> Before you begin this planning, how do you find out about what your pupils might already know about this area / topic? <input type="checkbox"/> Have you thought about and talked to your mentor about common misunderstandings and misconceptions that pupils might have in this area / topic? <input type="checkbox"/> Is the planning flexible enough to allow you to revisit concepts if you feel you need to? 	<p>Trainee</p> <ul style="list-style-type: none"> • marks and grades students' work in line with school policy. • shows in mid-term planning the use of written assessments. • assesses, records, monitors and evaluates over time. • records progress / lack of progress in detail. • regularly employs effective methods to review learning. • can evaluate the impact of their teaching
<p>They demonstrate confident judgement in planning for pupil progression within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement and developing knowledge for the future.</p>	<ul style="list-style-type: none"> • Are you successfully using AfL strategies in your lessons? <ul style="list-style-type: none"> <input type="checkbox"/> Which ones specifically? <input type="checkbox"/> What do you do with this information? 	<ul style="list-style-type: none"> • Clear introductions and developments of ideas are matched to pupils' ability. • Data is systematically evaluated and used for lesson planning • Existing knowledge is established at start of topic / lesson. • Targeted questioning builds on answers given. • Pupils are regularly asked to explain their thinking and reflect on their learning.
<p>They actively promote engaging and effective methods to support pupils in reflecting on their learning.</p>	<ul style="list-style-type: none"> • Do you regularly talk to pupils about their learning and help them understand how they are progressing? • Do you feel confident monitoring, tracking, analysing and evaluating relevant pupil data for the classes you teach? • Do you feel confident talking about your pupils' progress and outcomes to your mentor? 	<ul style="list-style-type: none"> • Regular, timely feedback shows students how to improve their work. • Time for students to reflect on feedback is a regular feature in planning and practice. • Practice is informed by well-grounded knowledge of learning theories. • Pupil self- and peer assessment is used as appropriate to the learning. • Strategies which encourage learners to reflect on their learning processes are embedded in day-to-day practice.
<p>They are able to set appropriately challenging tasks, drawing on sound knowledge of pupils' prior attainment which has been obtained through systematic monitoring and accurate assessment.</p>	<ul style="list-style-type: none"> • Do you keep detailed assessment records of your work with the class and see how this fits with your mentor's records? • Are ALL pupils making progress? How do you know? 	<p>Trainee</p> <ul style="list-style-type: none"> • demonstrates a well-grounded understanding of learning theories and subject pedagogy. • evidences how subject-specific pedagogical knowledge informs planning. • is able to articulate why and how scaffolding is used.
<p>They regularly create well-structured opportunities for autonomous, independent and interdependent learning. As a result, the majority of pupils make very good progress.</p>	<ul style="list-style-type: none"> • Have you tried to provide opportunities for pupils to learn independently from you? • What strategies do you use to try and promote pupil independence as well as interdependence? • What is the impact of your teaching on pupils' progress? 	<p>Trainee</p> <ul style="list-style-type: none"> • uses self-, peer- and teacher assessment and marking to get pupils to reflect on their own progress. • guides pupils to set own targets for learning based on reflection. • builds pupils' self-evaluation into lesson planning.

3 Demonstrate good subject and curriculum knowledge

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainees	Examples of Evidence
They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest.	<ul style="list-style-type: none"> Do you continue to think about developing your own subject knowledge and pedagogy? What are you doing to view this as a long-term process rather than a task to be accomplished to successfully achieve QTS? Are there areas which were initially identified as gaps that you have now taught successfully and feel some confidence with? 	<p>Trainee</p> <ul style="list-style-type: none"> demonstrates secure pedagogical knowledge and understanding in the subject area(s) taught. makes very few mistakes in subject knowledge when planning and teaching lessons. can explain how to scaffold learning.
They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.	<ul style="list-style-type: none"> How are you beginning to engage with the professional community of teachers in your subject area? For example, through subject associations, discussions about the development of your subject and its role within the curriculum with others in your department and contributions in subject based university sessions? What are you learning about subject pedagogy from your observations of other teachers and weekly mentor meetings? Do you ask observers to focus on areas of subject knowledge and pedagogy when they visit your classroom? 	<ul style="list-style-type: none"> Lesson planning shows secure knowledge and understanding of teaching requirements from SoL/specifications. <p>Trainee</p> <ul style="list-style-type: none"> knows about common misconceptions in their subject(s) and how to deal with them. is confident in answering pupils' questions.
They are acutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training.	<ul style="list-style-type: none"> Are you developing strategies for helping students avoid common misconceptions? Are these reflected in your planning and evaluations? Are you aware of the development of concepts and topics within your subject across the age range especially in the key stages before and after the ages you teach? What do you do with this information? 	<p>Trainee</p> <ul style="list-style-type: none"> demonstrates critical use and awareness of initiatives within subject area / phase demonstrates an understanding of the changes to qualifications from KS1 to end of KS5. uses school-based and subject-network CPD opportunities and subject based UoY CA sessions to enhance subject knowledge.
They model very high standards of written and spoken communication in all professional activities.	<ul style="list-style-type: none"> Are you communicating your passion for the subject you teach? In what ways? How do you know? Do you consciously think about ways in which you can help your pupils develop their ability to communicate in your subject through their talk, their reading, their writing, their use of ICT? 	<p>Lesson plans, SoW, teaching resources, assessment records and evaluations provide examples of trainee's ability to design opportunities for learners to develop subject-specific and general literacy skills.</p>
They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.	<ul style="list-style-type: none"> Do you reflect on your own talk in the classroom? How do you model effective spoken communication, including listening? Do you model high expectations when writing on the board? Do you reflect on your ability to write effectively and appropriately in your written communication with pupils, parents/carers, others in your placement school and university tutors? What are you doing to develop this area further? 	<p>Trainee</p> <ul style="list-style-type: none"> exploits literacy/numeracy opportunities in lesson planning and when teaching lessons. uses guided reading, text analysis and learning of key subject specific language. models and teaches data analysis, graphs and other mathematical skills where appropriate. is confident with literacy conventions used across the curriculum.

4 Plan and teach well-structured lessons

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of Evidence
They plan well-structured lessons that often use well-chosen imaginative and creative strategies and that match needs and interests of individuals and groups.	<ul style="list-style-type: none"> • Do you still observe and make notes on the teaching of others (incl. specialists and subject leaders) looking for strategies which ensure... <ul style="list-style-type: none"> <input type="checkbox"/> students' engagement at the start of lessons through resources or initial activity? <input type="checkbox"/> students remain engaged? <input type="checkbox"/> students use talk for learning? <input type="checkbox"/> students undertake independent research before or after a lesson? 	<p>Trainee</p> <ul style="list-style-type: none"> • actively promotes pupil-pupil and pupil-teacher dialogue. • confidently uses different approaches. • indicates timing in lesson planning but, if needed, shows flexibility when delivering the lesson.
They are highly reflective in critically evaluating their practice.	<ul style="list-style-type: none"> • How have you acted on what you have seen and done in your own lessons? • How have you noted the response of learners to these strategies and their <i>impact</i> on pupils' learning? • How do you now approach differentiation and personalised learning? 	<ul style="list-style-type: none"> • Pupil voice comments indicate overwhelmingly positive response to trainee's teaching. • Almost all pupils remain engaged in learning during lessons. • Pupils are keen to articulate their learning. • Pupils often ask interesting questions related to lesson content.
They set appropriate homework to develop, consolidate and extend the knowledge and understanding of pupils.	<ul style="list-style-type: none"> • What are the groups and individuals in your class/es which need alternative tasks or materials? How do you identify and meet these needs? • Are you confident that you know how to plan so that you can decide when to create and when to adapt, managing workload effectively? 	<p>Trainee</p> <ul style="list-style-type: none"> • sets homework appropriate to the level of ability of learners. • assesses, marks and records homework in line with school/department policy.
They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.	<ul style="list-style-type: none"> • How do you approach lesson evaluation? • Do you <i>lead</i> the discussion of a lesson after you have taught it and suggest targets for yourself? • What impact of your teaching have you noticed and how have you used this in planning? 	<p>Trainee</p> <ul style="list-style-type: none"> • regularly evaluates teaching and sets SMART targets for further improvement. • records learning points from lessons and reviews them with mentor.
They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.	<ul style="list-style-type: none"> • Do you take responsibility for areas of planning in a subject or year team and produce plans, materials, resources incl. interactive display/electronic media which are used by other professionals? 	<p>Trainee</p> <ul style="list-style-type: none"> • knows how to balance detailed planning with adaptation of existing materials to keep workload realistic. • Has moved beyond the need for detailed written plans for every lesson. • contributes to departmental short- and mid-term planning or schemes of work. • willingly contributes resources and ideas. • develops materials for shared use. • supports subject specific mentoring programme. • delivers subject enhancement or revision sessions

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

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of Evidence
<p>They quickly and accurately discern learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups.</p>	<ul style="list-style-type: none"> • How does your planning and evaluation address the specific needs of individuals and groups? • Which strategies have enabled you to make confident judgements whether ALL pupils have made progress appropriate to their starting point and ability? 	<p>Trainee</p> <ul style="list-style-type: none"> • uses differentiation to support varying needs of all learners. • plans lessons which incorporate different teaching styles. • evidences use of differentiation strategies. • uses prior attainment data to inform differentiation.
<p>They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</p>	<ul style="list-style-type: none"> • How confidently do you engineer effective group and pair work to encourage all students to support and extend each other's learning? • How have you helped your pupils to adapt to learning in different groups for different purposes? • Which strategies have you developed to ensure support staff are fully prepared for their role in supporting and challenging learning? • How are you developing interdependent learning? 	<p>Trainee</p> <ul style="list-style-type: none"> • understands the pastoral role of a form tutor. • is involved in pastoral work alongside a form tutor. • sits in pupil interviews with pastoral tutors. • attends a SEND review meeting. • articulates the needs of groups, e.g. SEND, able students. • evidences use of e.g. SEND/able students register in planning. • evaluates strategies used.
<p>They know how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p>	<ul style="list-style-type: none"> • Do you give support staff feedback after lessons and use that information to adapt future planning? • How confident and successful are you at "thinking on your feet" and adapting your plan during the lesson in the light of pupil feedback and your assessment of progress? • To what extent does your expanding range of appropriate teaching approaches effectively engage learners and impact on their learning? • What impact does your differentiation have on pupil progress? How do you know? 	<ul style="list-style-type: none"> • When interacting with children, trainee shows sensitivity to social background, ethnicity and religious beliefs. • Lesson planning takes account of SMSC. • An accurate picture of learners is obtained from pastoral information and progress data. <p>Trainee</p> <ul style="list-style-type: none"> • prepares and uses differentiated resources. • has a selection of resources, examples, analogies which promote inclusion e.g. cultures/gender • takes account of different abilities and backgrounds. • refers to pupils' individual learning plans, targets and records of progress. • plans how to use support staff.

6 Make accurate and productive use of assessment

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of Evidence
They can confidently and accurately assess pupils' attainment against national benchmarks.	<ul style="list-style-type: none"> • Which techniques for formative, summative and assessment for learning do you successfully use? • How do you use a range of assessment techniques to highlight important information about pupil progress and inform your future planning? 	<p>Trainee</p> <ul style="list-style-type: none"> • devises and assesses unit tests / mock exams • participates in KS3, KS4 and KS5 moderation • marks exams collaboratively with mentor/host teacher • uses past questions in lessons / for homework.
<p>They employ a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.</p> <p>They maintain detailed and accurate records of students' progress over time.</p>	<ul style="list-style-type: none"> • How do you systematically check pupils' understanding during lessons and intervene as appropriate? • How does your written and verbal formative feedback impact on pupils' progress? • To what extent do you involve pupils in accurately targeting further improvement and monitoring their own progress? 	<p>Trainee</p> <ul style="list-style-type: none"> • marks and grades written work in line with school policy. • uses question and answer to gauge learning. • observes pupils in activity and responds appropriately, e.g. immediate action, recording of observations. • gives regular effective verbal and written feedback. • plans the use of written assessments and appropriate AfL strategies. • monitors and assesses over time. • records progress / lack of progress. • employs effective reviews of learning.
They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.	<ul style="list-style-type: none"> • Do you regularly assess against a set of criteria? • If you are teaching English / Maths, how does progress data compare with that of the other subject for the same pupils? 	<p>Trainee</p> <ul style="list-style-type: none"> • accesses a range of data for their teaching groups • uses school records to identify SEND, EAL, PP, H/M/L ability in their teaching groups. • knows the spread of ability within groups. • tracks and analyses data to inform planning.
They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress		<p>Trainee</p> <ul style="list-style-type: none"> • marks work and uses various ways of communicating outcomes to pupils. • can explain theories about how learners learn and applies them critically in planning and teaching • uses pupil self- and peer assessment. • uses effective strategies to encourage learners to reflect on their learning process. • involves pupils in target setting.

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

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of Evidence
<p>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly.</p>	<ul style="list-style-type: none"> • How have you used the school's policy and procedures on rewards and sanctions to support you in creating an environment highly supportive of learning where you can still deal sensitively with certain individuals? • How consistent is this approach with all groups? 	<p>Trainee</p> <ul style="list-style-type: none"> • adheres to school's behaviour policy. • uses a positive behaviour system to facilitate learning. • devises, reviews and changes seating plans and planned working groups to maximise learning. • demonstrates graded responses to behaviour problems. • sets tasks which match learners' ability and reading ages • has an appropriate level of demand.
<p>They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning.</p>	<ul style="list-style-type: none"> • Would you and others characterise your approach to managing pupils' behaviour as positive and assertive? • How successfully and easily do you adapt experienced teachers' strategies to promote positive behaviour? • What strategies do you implement to pre-empt issues so that learning is not disrupted? • How have you drawn on others' experience to address significantly challenging behaviour and create a safe and supportive learning environment? 	<ul style="list-style-type: none"> • A range of behaviour management strategies are used. • Tone of voice varies. • Non-verbal communication is used very effectively. • Body language, tone of voice and content of message are congruent. • High expectations are set and consistently enforced through effective communication. • Praise, rewards and sanctions are appropriately and consistently used. • Differentiation supports learners' varying needs. • Lesson planning incorporates different learning styles.
<p>They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<ul style="list-style-type: none"> • Do you have a sense that pupils arrive with a positive attitude to learning and demonstrate enjoyment and engagement in their learning with you? If yes, how do you know? • Would you characterise your classroom as one where pupils show courtesy, collaboration and cooperation towards each other? If yes, why? 	<p>Trainee</p> <ul style="list-style-type: none"> • has developed a teacher persona in the classroom. • creates a highly purposeful learning atmosphere. • gives clear instructions and checks they are understood. • easily gets students' attention and maintains it. • manages transition between activities very effectively. • quickly settles a class after a noisy activity. • uses appropriate language and varies it for different audiences. • avoids confrontation and being drawn into arguments when disciplining learners. • manages practical activities safely and effectively. • ensures students are motivated, engaged and make progress.

8 Fulfil wider professional responsibilities

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of Evidence
They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.	<p>How have the following experiences contributed to your emerging teacher identity? What have you learned from this activity?</p> <ul style="list-style-type: none"> Your own input into department, year team and other meetings, including CPD days? 	<p>Trainee</p> <ul style="list-style-type: none"> attends and contributes to Parents' Evenings. runs lunch time/after school activities, e.g. music, drama, MFL, sports, STEM. leads tutor group activities. organises pupil voice/focus group to gather data for school /PDP. plans and participates in a visit.
They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.	<ul style="list-style-type: none"> Your own delivery of assemblies, lunch-time or after-school activities? Your planning of an educational visit including writing risk assessments? 	<p>Trainee</p> <ul style="list-style-type: none"> consults with pastoral staff and SENCO to gain a more comprehensive picture of the pupils they teach. knows who the designated child protection person is. follows school policy regarding child protection/ safeguarding regularly contributes to meetings. participates in joint planning.
They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils' individual needs.	<ul style="list-style-type: none"> Your discussions with other teachers? Your discussions with support staff beyond your own classroom? Your discussions with others, including other agencies, about individual pupils? 	<p>Trainee</p> <ul style="list-style-type: none"> regularly plans collaboratively with a teaching assistant. ensures that materials for lessons are prepared in detail and shared with colleagues (technicians) in good time. knows the needs of pupils and directs support staff to work with them as appropriate.
They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.	<ul style="list-style-type: none"> Your report writing on pupils in different contexts? Your communication with parents/carers, both in writing and face to face or on the telephone? Your engagement with your subject community beyond school. 	<p>Trainee</p> <ul style="list-style-type: none"> demonstrates reflective practice. evaluates lessons accurately and regularly. shares evaluations and is consistent with colleagues' judgements actively seeks ways of improving his/her practice. shows that feedback and evaluation inform improvements in lesson planning and classroom practice. makes effective use of feedback to set SMART targets. engages positively in mentor feedback sessions. is open to advice and responds positively to suggestions
They communicate very effectively verbally and in writing with parents/carers in relation to pupils' achievements and well-being, when required to do so formally and informally and are pro-active in communicating in relation to individual pupils' emergent needs.	<ul style="list-style-type: none"> How are you planning (what, when, how) to address any gaps in the above and to enhance further the experiences you have already had? 	<p>Trainee</p> <ul style="list-style-type: none"> communicates with parents/carers about pupils' progress verbally or through written communication. uses appropriate language and varies style. attends Parents' Evenings and provides feedback. sends commendation communication home to parents/carers.

Part Two:

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.

Those trainees graded as 'VERY GOOD' for TS 1-8 at the end of the PGCE will have also demonstrated that:

Those trainees graded as 'VERY GOOD' at the end of the PGCE will have demonstrated that:	Points to consider by Trainee	Examples of Evidence
<p>They have a commitment to the teaching profession and are able to develop appropriate professional relationships with colleagues and pupils.</p> <p>They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions.</p> <p>They understand that by law schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.</p>	<ul style="list-style-type: none"> • How far do you feel 'membership and ownership' in your placement school and relate to pupils both in your classes and tutor group and in the rest of the school as a responsible adult, sharing the role of teaching and guidance for the community as a whole? • How far do you actively promote through your teaching and relationships with young people the understanding of social and cultural diversity, values we cherish in British society and SMSC? • How far do you regard yourself as part of a community of professionals, within your school and beyond, with a role to support and develop the teaching profession? • Do you know when to ask for help? 	<p>Trainee</p> <ul style="list-style-type: none"> • treats pupils with dignity. • builds relationships rooted in mutual respect. • observes at all times proper boundaries appropriate to a teacher's professional position. • has regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. • models respect for the rights of others. • does not undermine values fundamental in Britain, including democracy, the rule of law, individual liberty, mutual respect and appreciation of those with different faiths and beliefs. • ensures that personal beliefs are not expressed in ways which exploit pupils' vulnerability. • is highly organised, creative, reflective, takes responsibility for own training and does not create colleagues unnecessary work. • excellent communication skills and confidence to represent the department and the school.