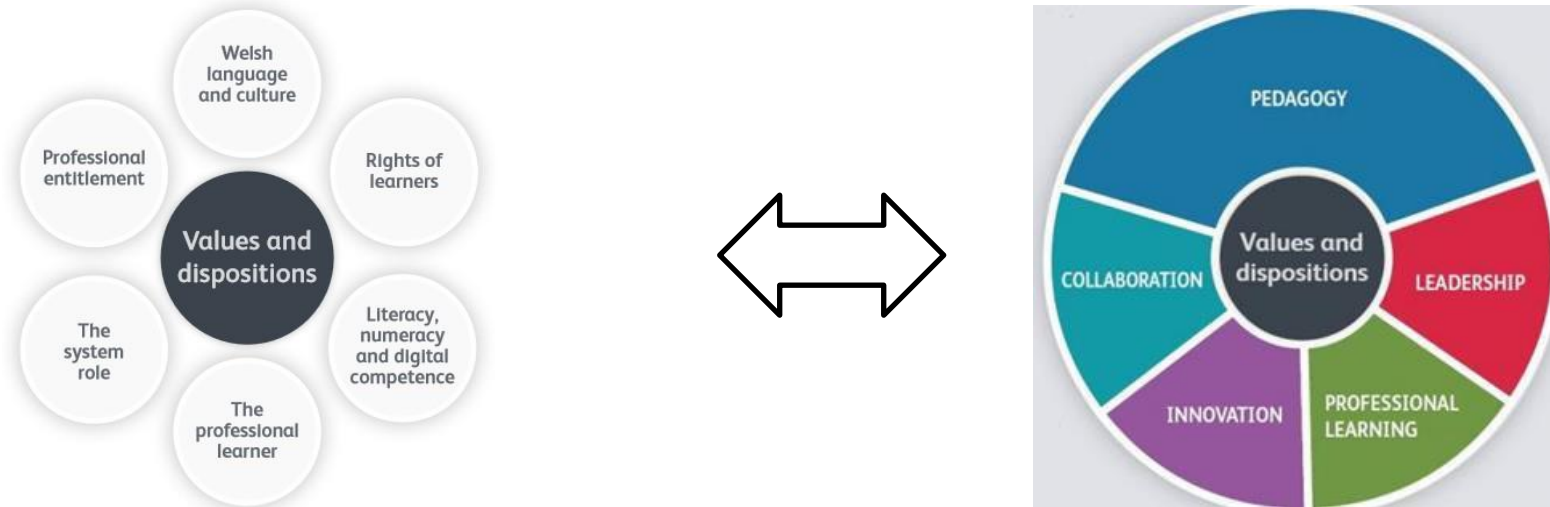


Professional Standards for Teaching and Leadership



Assessment for the award of QTS 2025-2026



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together



Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

Professional Standards for Teaching – QTS Descriptors

Refining teaching... towards sustained highly-effective practice	Managing the learning environment	Assessment	Differentiation	Recording and reporting	Involving partners in learning	
	The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.	The range of purposes and practices for assessment is understood and articulated.	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.	The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes	
Advancing learning... through effective application of subject knowledge and discipline	Four purposes for learners	Exploiting subject disciplines in areas of learning	Blended learning experiences	Real life, authentic contexts	Progression in learning	Cross-curricular themes
	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences	The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.	The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.	The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.	The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.	The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross curricular themes relevant to areas of learning and justifies decisions.
Influencing learners... building positive learner disposition	Challenge and expectations	Listening to learners	Learners leading learning	Sustained effort and resilience in learners	Reflection on learning	Learning outcomes and well-being
	The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.	The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.	In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.	The teacher promotes and secures learners' self-motivation and self-direction in their learning.	In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.	The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.

Collaboration	Seeking advice and support	Working with in-school colleagues	Supporting and developing others	Enabling improvement
	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence	Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.	The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.	There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice
Professional learning	Wider reading and research findings	Professional networks and communities	Continuing professional learning	Welsh language skills
	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.	The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.	The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth	There is a commitment to incremental development of personal skills in the use of the Welsh language.
Innovation	Offering expertise	Developing new techniques	Evaluating the impact of changes in practice	
	The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.	Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.	The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.	
Leadership	Taking responsibility for self	Exercising corporate responsibility	Leading colleagues, projects and programmes	Supporting formal leadership roles
	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.	The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.	The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision

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Pedagogy: Advancing	Cause for concern	Not yet on track	On track	Exceeding expectations
Exploiting subject disciplines in areas of learning	<i>The student-teacher demonstrates limited knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross- curricular themes, and does not plan appropriately.</i>	<i>The student-teacher demonstrates some knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and finds planning appropriately difficult.</i>	<i>The student-teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.</i>	<i>The student-teacher demonstrates extensive knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans independently and appropriately.</i>
Four purposes for learners	<i>The student-teacher demonstrates limited knowledge and understanding of the needs of all learners in planning, preparation and teaching, and does not ensure that the four purposes are the drivers for learners' experiences.</i>	<i>The student-teacher demonstrates some knowledge and understanding of the needs of all learners in planning, preparation and teaching, but struggles to ensure that the four purposes are the drivers for learners' experiences.</i>	<i>The student-teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.</i>	<i>The student-teacher demonstrates extensive knowledge and understanding of the needs of all learners in planning, preparation and teaching, and is committed to ensuring that the four purposes are the drivers for learners' experiences.</i>
Blended learning experiences	<i>The student-teacher shows limited understanding of the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.</i>	<i>The student-teacher has some understanding of the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.</i>	<i>The student-teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.</i>	<i>The student-teacher has an extensive understanding of the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.</i>
Real life, authentic contexts	<i>The student-teacher demonstrates limited understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This doesn't extend the learner's cultural, linguistic, religious and socio- economic experience and illustrates limited application of concepts and abstracts in practice.</i>	<i>The student-teacher demonstrates some understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This does little to extend the learner's cultural, linguistic, religious and socio-economic experience and illustrates a limited application of concepts and abstracts in practice.</i>	<i>The student-teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.</i>	<i>The student-teacher demonstrates an extensive understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends and enhances the learner's cultural, linguistic, religious and socio-economic experience and illustrates confident applications of concepts and abstracts in practice.</i>
Progression in learning	<i>The student-teacher demonstrates limited understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and doesn't plan for progress in learning based on this.</i>	<i>The student-teacher demonstrates some understanding of how learning develops incrementally and tangentially, building on prior experience and learning, but has difficulties with planning for progress in learning based on this.</i>	<i>The student-teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.</i>	<i>The student-teacher demonstrates an extensive understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans thoroughly for progress in learning based on this.</i>

Cross-curricular themes	<i>The student-teacher shows limited knowledge, understanding and engagement with the principles of curriculum design and innovation, with limited development of cross-curricular themes relevant to areas of learning and decisions are not justified.</i>	<i>The student-teacher has some knowledge, understanding and engagement with the principles of curriculum design and innovation, with some development of cross-curricular themes relevant to areas of learning and is beginning to justify decisions.</i>	<i>The student-teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.</i>	<i>The student-teacher has in-depth knowledge, understanding and engagement with the principles of curriculum design and innovation, with a commitment to the development of cross-curricular themes relevant to areas of learning and decisions are well-justified.</i>
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Pedagogy: Refining	Cause for concern	Not yet on track	On track	Exceeding expectations
Managing the learning environment	<i>The student-teacher has limited understanding and does not demonstrate the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and aren't understood by learners in that context.</i>	<i>The student-teacher has some understanding and is beginning to demonstrate the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and aren't always understood by learners in that context.</i>	<i>The student-teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.</i>	<i>The student-teacher fully understands the importance and clearly demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.</i>
Assessment	<i>The range of purposes and practices for assessment is not understood and is not articulated.</i>	<i>The range of purposes and practices for assessment show some understanding and articulation.</i>	<i>The range of purposes and practices for assessment is understood and articulated.</i>	<i>The range of purposes and practices for assessment is confidently understood and articulated.</i>
Differentiation	<i>The student-teacher demonstrates limited knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners.</i>	<i>The student-teacher demonstrates some knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners.</i>	<i>The student-teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.</i>	<i>The student-teacher demonstrates breadth and depth in knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.</i>
Recording and reporting	<i>The student-teacher produces limited records and reports and gives limited feedback to facilitate a deeper understanding of learning and enhance the learning experience.</i>	<i>The student-teacher produces some records and reports and gives some feedback which doesn't facilitate a deeper understanding of learning or enhance the learning experience.</i>	<i>The student-teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.</i>	<i>The student-teacher is committed to producing appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.</i>
Involving partners in learning	<i>The importance of positive parent/carer involvement isn't understood and opportunities aren't taken to observe and evaluate processes.</i>	<i>The importance of positive parent/carer involvement isn't clearly understood and opportunities aren't always taken to observe and evaluate processes.</i>	<i>The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes.</i>	<i>The importance of positive parent/carer involvement is clearly understood and opportunities are sought and taken to observe and evaluate processes.</i>

Pedagogy: Influencing	Cause for concern	Not yet on track	On track	Exceeding expectations
Challenge and expectations	<i>The student-teacher does not provide appropriate levels of challenge and expectations for the range of student abilities and characteristics, and does not motivate learners to achieve.</i>	<i>The student-teacher struggles to provide appropriate levels of challenge and expectations for the range of student abilities and characteristics, and finds it difficult to motivate learners to achieve.</i>	<i>The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.</i>	<i>The student-teacher is committed to providing appropriate levels of challenge and expectations for the range of student abilities and characteristics, highly motivating learners to achieve.</i>
Listening to learners	<i>The student-teacher does not listen to the views of learners, and does not engage and encourage them as active participants in their own learning.</i>	<i>The student-teacher is willing to listen to the views of learners, but struggles to engage and encourage them as active participants in their own learning.</i>	<i>The student-teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.</i>	<i>The student-teacher actively seeks, listens to and takes account of the views of learners in order to fully engage and encourage them as active participants in their own learning.</i>
Learners leading learning	<i>In planning and delivery, the student-teacher demonstrates limited awareness of the importance of encouraging learners to reflect upon their own learning.</i>	<i>In planning and delivery, the student-teacher demonstrates some awareness of the importance of encouraging learners to reflect upon their own learning.</i>	<i>In planning and delivery, the student-teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.</i>	<i>In planning and delivery, the student-teacher is fully aware of the importance and the impact of encouraging learners to reflect upon their own learning.</i>
Sustained effort and resilience in learners	<i>The student-teacher does not promote and secure learners' self-motivation and self-direction in their learning.</i>	<i>The student-teacher struggles to promote and secure learners' self-motivation and self-direction in their learning.</i>	<i>The student-teacher promotes and secures learners' self-motivation and self-direction in their learning.</i>	<i>The student-teacher is confident in promoting and securing learners' self-motivation and self-direction in their learning.</i>
Reflection on Learning	<i>In planning, the student-teacher has limited awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning.</i>	<i>In planning, the student-teacher has some awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning.</i>	<i>In planning, the student-teacher demonstrates awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning.</i>	<i>In planning, the student-teacher demonstrates a clear awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning.</i>
Learning outcomes and well-being	<i>The student-teacher does not raise awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.</i>	<i>The student-teacher struggles to raise awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.</i>	<i>The student-teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.</i>	<i>The student-teacher is committed to raising awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.</i>

Collaboration	Cause for concern	Not yet on track	On track	Exceeding expectations
Seeking advice and support	<i>The student-teacher doesn't accept support from formal and informal sources. Observation and team teaching have taken place, and the student-teacher is over-reliant on these approaches.</i>	<i>The student- teacher accepts support from some formal and informal sources, but doesn't always engage with this support. This sometimes includes observation and team teaching, whilst demonstrating some levels of independence.</i>	<i>The student- teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.</i>	<i>The student- teacher is pro-active in seeking and engaging with support from a range of formal and informal sources. This includes observation, team teaching, literature and research whilst demonstrating high level of independence.</i>
Working with in-school colleagues	<i>Organised and constructive work with some colleagues to enhance learners' experience is a limited feature of the student-teacher's practice. Reflection on developing expertise is limited, or is absent.</i>	<i>Organised and constructive work with some colleagues to enhance learners' experience is sometimes a feature of the student-teacher's practice. Reflection on developing expertise is sometimes structured as a personal or a collaborative process, as appropriate.</i>	<i>Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the student- teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.</i>	<i>Organised and constructive work with a wide range of colleagues to enhance learners' experience is a permanent feature of the student-teacher's practice. Reflection on developing expertise is effectively structured as a personal or a collaborative process, as appropriate.</i>
Supporting and developing others	<i>The student-teacher doesn't develop relationships with colleagues, and doesn't understand the impact this has upon learners' experiences within the school.</i>	<i>The student-teacher develops relationships with some colleagues in order to have an impact upon learners' experiences within the school.</i>	<i>The student-teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.</i>	<i>The student-teacher develops high quality, collaborative relationships with colleagues in order to have a positive impact upon learners' experiences and progress within the school.</i>
Enabling improvement	<i>There are limited examples of improvement in outcomes for learners following the student- teacher receiving advice.</i>	<i>There are some examples of improvement in outcomes for learners following the student-teacher receiving advice.</i>	<i>There are examples of improvement in outcomes for learners following the student-teacher's seeking and adoption of advice.</i>	<i>There are numerous examples of improvement in outcomes for learners following the student-teacher's seeking, adoption and implementation of advice.</i>

Professional Learning	Cause for concern	Not yet on track	On track	Exceeding expectations
Wider reading and research findings	<i>The student-teacher demonstrates limited confidence in their understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.</i>	<i>The student-teacher demonstrates confidence in their understanding of some of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.</i>	<i>The student-teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.</i>	<i>The student-teacher demonstrates a secure, confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.</i>
Professional networks and communities	<i>The student-teacher does not engage in small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.</i>	<i>The student-teacher is beginning to engage in small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.</i>	<i>The student-teacher engages in small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.</i>	<i>The student-teacher engages in and initiates small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.</i>
Continuing professional learning	<i>The Professional Learning Passport has limited influence on the ongoing learning of the student-teacher and does not prompt further professional growth.</i>	<i>The Professional Learning Passport has some influence on the ongoing learning of the student-teacher and is beginning to prompt further professional growth.</i>	<i>The Professional Learning Passport influences the ongoing learning of the student-teacher and is developmental in prompting further professional growth.</i>	<i>The Professional Learning Passport significantly influences the ongoing learning of the student-teacher and is instrumental in prompting further professional growth.</i>
Welsh Language Skills	<i>There is limited commitment to incremental development of personal skills in the use of the Welsh language.</i>	<i>There is some commitment to incremental development of personal skills in the use of the Welsh language.</i>	<i>There is a commitment to incremental development of personal skills in the use of the Welsh language.</i>	<i>There is a commitment and pro-active approach to incremental development of personal skills in the use of the Welsh language.</i>

Innovation	Cause for concern	Not yet on track	On track	Exceeding expectations
Offering expertise	<i>The student-teacher models few teaching techniques.</i>	<i>The student-teacher models a repertoire of some teaching techniques in order to inform the development of others.</i>	<i>The student-teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.</i>	<i>The student-teacher models a broad repertoire of teaching techniques, as expertise flourishes, in order to inform and enhance the development of others.</i>
Developing new techniques	<i>Research on cognitive, social, emotional and physical development has limited impact upon pedagogy. The student-teacher is unable to demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.</i>	<i>Research on cognitive, social, emotional and physical development has some impact upon pedagogy. The student-teacher is beginning to demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.</i>	<i>Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The student-teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.</i>	<i>Research on cognitive, social, emotional and physical development has a significantly positive impact upon pedagogy. The student-teacher can confidently demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.</i>
Evaluating the impact of changes in practice	<i>The student-teacher neither seeks nor accepts support and advice from colleagues in developing approaches within the classroom so that their impact can be evaluated.</i>	<i>The student-teacher accepts support and advice from colleagues in developing approaches within the classroom so that their impact can be evaluated and analysed.</i>	<i>The student-teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.</i>	<i>The student-teacher actively seeks support and advice from colleagues, and engages in professional dialogue with them, in order to develop innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.</i>

Leadership	Cause for concern	Not yet on track	On track	Exceeding expectations
Taking responsibility for self	<i>The student-teacher demonstrates few professional attitudes and behaviours, and doesn't develop relationships with learners and colleagues, which illustrate limited commitment to the fundamental principles of equity and of maximising the potential of all learners.</i>	<i>The student-teacher demonstrates some professional attitudes and behaviours, and is beginning to develop relationships with learners and colleagues, which illustrate some commitment to the fundamental principles of equity and of maximising the potential of all learners.</i>	<i>The student-teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.</i>	<i>The student-teacher clearly demonstrates professional attitudes and behaviours, developing very positive relationships with learners and colleagues, which illustrate a strong personal commitment to the fundamental principles of equity and of maximising the potential of all learners.</i>
Exercising corporate responsibility	<i>The student-teacher demonstrates limited knowledge or understanding of their contractual, pastoral, legal and professional responsibilities.</i>	<i>Some contractual, pastoral, legal and professional responsibilities are known and understood by the student-teacher.</i>	<i>Contractual, pastoral, legal and professional responsibilities are known and understood by the student-teacher.</i>	<i>Contractual, pastoral, legal and professional responsibilities are confidently known and understood by the student-teacher.</i>
Leading colleagues, projects and programmes	<i>The student-teacher's limited understanding of leading learning is demonstrated through their disengagement from collaborative placement experiences.</i>	<i>The student-teacher's understanding of leading learning is demonstrated through an attempt at some collaborative placement experiences.</i>	<i>The student-teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative placement experiences.</i>	<i>The student-teacher's secure understanding of, and strong commitment to, leading learning is demonstrated through a variety of collaborative placement experiences.</i>
Supporting formal leadership roles	<i>The student-teacher demonstrates limited understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.</i>	<i>The student-teacher demonstrates some understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.</i>	<i>The student-teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.</i>	<i>The student-teacher demonstrates a firm understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.</i>

APLP Central Strands

Pedagogy (Refining Teaching):

P1	Pedagogy	Managing the learning environment	The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.
P2	Pedagogy	Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
P3	Pedagogy	Assessment	The range of purposes and practices for assessment is understood and articulated.

Pedagogy (Advancing Learning):

P6	Pedagogy*	Four purposes for learners	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
P8	Pedagogy	Exploiting subject disciplines in areas of learning	The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

Collaboration:

C2	Collaboration	Seeking advice and support	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.
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Professional Learning:

PL1	Professional learning	Wider reading and research findings	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
PL4	Professional Learning	Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.

Leadership:

L1	Leadership	Taking responsibility for self	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
L2	Leadership	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

P T E T i m e l i n e		Expected Attainment On track / Exceeding Expectations	Reasons to initiate the Contingency process (Personal circumstances of each student-teacher needs to be considered)
	Middle of PTE 1	The majority 6 / 10 of the Central Strands to be at least “on track”	Where this is not the case, the class/ subject mentor is expected to work closely with the student-teacher to make progress for the remainder of the PTE against any of the Central Strands which are ‘Not yet on Track.’
		*Other standards and strands could also be at least “on track”. Students should not only gain experience from the Central Strands	Other standards are assessed as “cause for concern.”
	End of PTE1	10 Central Strands at least “on track”	Where this is not the case, the student-teacher may be placed on Stage 1 of Intervention Process and appropriate targets are identified for PTE2. The Intervention Process is to be considered in the second placement school during the preparation days in PTE2. Senior mentors from PTE1 and PTE2 meet to discuss support for the student-teacher prior to PTE2.
		The majority (2/3) of Pedagogy standards at least “on track”	
		All collaboration strands at least “on track”	
	Middle of PTE2	All Pedagogy, Collaboration and Professional Learning standards to be at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of PTE2	All QTS standards and elements must be at least ‘QTS standard demonstrated’	Depending on the student-teacher’s profile, the following steps are to be taken: - Where one standard is not ‘QTS standard demonstrated’ the student-teacher will complete an additional three weeks in school. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject Mentor where targets are identified for the remainder of the placement (Intervention Process 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a ‘Pass’ grade will be submitted to the August Exam board in order to allow the student teacher to be qualified for the following September. Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not ‘QTS standard demonstrated’, the student teacher will be asked to resist the full PTE placement in the following academic year. A ‘Fail’ grade for PTE will be submitted to the Exam Board during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject Mentor to identify targets for the placement period. Usual PTE expectations will be followed.