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**SUBJECT MENTOR REVIEW- TEACHING FILE 1**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. These criteria (2014 Professional Standards) must be met for a student to complete the course. The achievement of criteria will happen throughout the course and to differing levels. This review should reflect what standards a trainee has demonstrated to date.

**Part One: Written Review**

To help contextualise the tick sheet (on the reverse of this form). Please complete a short biography of the trainee teacher’s performance and contribution to date.

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| **Achievements during Teaching File 1:**  **Summary of trainee’s ability to teach their subject specialism:**  **Areas for Development for Teaching File 2:**  Teaching & Learning  Subject Specialism |

Subject Mentor Signature ............................................ Date .....................

Trainee Teacher Signature ............................................ Date .....................

**Before signing above please ensure you have completed *Part Two* on the reverse of this sheet**

**Part Two: Standards**

Please tick/circle or highlight which statement is most representative of the trainee’s progress to date

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| **Professional Values & Attributes** | | |
| They demonstrate strong and continual reflection on their practice. This is invariable unprompted and well balanced.  They demonstrate a strong passion and enthusiasm for their subject, which results in student being highly motivated and inspired.  They consistently and to a high standard value and promote social and cultural diversity. As well as developing a highly effective inclusive teaching environment | They reflect on their performance and consciously work to improve.  They are motivated and enthusiastic about their subject, which results in most students being motivated and making good progress.  They value and promote social and cultural diversity. As well as developing an effective inclusive teaching environment. | With guided support they reflect on their performance and plan how to improve.  They demonstrate a general interest in their subject, which results in only some students being motivated and making good progress.  They use some positive promotion of social and cultural diversity.  They are beginning to develop an inclusive teaching environment. |
| **Professional Knowledge & Understanding** | | |
| They demonstrate an excellent and up to date knowledge of their subject area. In subjects that require practical skills these are highly established.  Their knowledge of teaching theory and current practice informs their teaching and enables student to make rapid progress.  They are highly capable and confident in managing student behaviour in a range of situations/scenarios.  They have a full and rounded understanding of the role of an FE teaching professional and have demonstrated on several occasions how to carry out their responsibilities effectively. | They demonstrate a good knowledge of their subject area. In subjects that require practical skills these are to a good standard.  Their knowledge of teaching theory and current practice informs their teaching and enables student to make progress.  They are capable in managing student behaviour in everyday situations/scenarios.  They have a good understanding of the role of an FE teaching professional and have demonstrated on more than one occasion how to carry out their responsibilities effectively. | They demonstrate a general level of knowledge in their subject area. In subjects that require practical skills these are to an acceptable standard but would benefit from some further development.  Their knowledge of teaching theory and current practice is limited.  They are developing strategies to manage student behaviour.  They have a general understanding of the role of an FE teaching professional and have demonstrated at least once how to carry out their responsibilities effectively. |
| **Professional Skills** | | |
| They demonstrate confident judgement in planning for student progression both 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. They actively promote engaging and effective methods that support pupils in reflecting on their learning.  They are using consistent and high quality technological applications which enables highly effective blended learning.  They consistently utilise opportunities to develop learner maths & English skills, as a result learners demonstrate excellent progress and confidence relative to their prior attainment  They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. 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.    They assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.  They have been an integrated part of the quality assurance process in both terms of their work being validated and the validation of other work (for example through IV). | Their short- and medium-term planning consistently takes into account the prior learning of the students. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching.  They are using technology consistently to enhance the learning experience as a whole.  They have used a good range of opportunities to develop maths & English skills. As a result learners demonstrate good progress relative to their prior attainment  They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of learners’ responses.  They mark learners’ work constructively and provide appropriate oral and written feedback to learners which has had a  notable impact on learners progress.  Their work (such as assessment) is quality assured and meets expectations of external organisations such as Their work (such as assessment) is quality assured and meets awarding bodies. | Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, student progression taking into account prior achievement.  They are beginning to use technology to support learning both in and out of the classroom.  They have frequently developed maths & English skills in their lessons which has had a positive impact on learners.  Their planning and practice demonstrates some understanding of formative and summative assessment strategies.  They mark learners’ work constructively and provide appropriate oral feedback to learners.  They understand the quality procedures in relation to their teaching and assessing. |