Briefing Paper for Teacher Mentors
Of Citizenship Education

Title: The Assessment of Trainees in Citizenship

By: Janet Palmer
Institution: Manchester Metropolitan University

Produced by citizED
(a project of the Teacher Training Agency)

Spring 2005

More information about the series of Briefing Papers for Teacher Mentors can be found at www.citized.info
Mentor Briefing Paper 5

The Assessment of Trainees in Citizenship

This paper will address the role the Citizenship subject mentor plays in assessing the professional development of trainee teachers in relation to the standards for QTS (see appendix 1 for Professional Standards for Qualified Teacher Status 02/02). In the majority of cases this role will be undertaken in partnership with an HEI training provider, although some mentors may be engaged in trainee assessment through an Initial Teacher Training (ITT) consortium or School-Centred ITT provider (SCITT).

The aim of this paper is to provide a basis for dialogue between ITT partners on the difficult issue of assessing trainee teachers of Citizenship. Unlike other areas of the curriculum, Citizenship is an emerging subject that takes place within and beyond the classroom, is taught as a stand alone subject and as a cross-curricular dimension and is often poorly understood by those not directly involved in its development. The unique positioning of Citizenship Education in schools has highlighted new challenges for ITT providers in the management of the trainees’ experience (see CitizED Mentor Briefing Paper – The Management Role of the Citizenship Mentor) and also in the assessment of trainees against the standards for QTS.

To help mentors meet this challenge this paper explores the following issues:

- Recruitment and selection of Citizenship trainee teachers and the assessment of subject knowledge
- Assessing trainees in the classroom and their wider school experience
- Cross-curricular approaches – is it Citizenship?
Introduction and context

Assessment at all levels is widely acknowledged to be one of the most demanding of all aspects of ITT and lies at the heart of good practice. It is the means by which we assert the achievement of acceptable standards, inform our teaching and assist trainees to become knowledgeable participants in their own professional development.

The assessment of trainees in ITT began to be most hotly debated after the introduction in 1992 of the DfEE CATE criteria by the then Secretary of State for Education, Kenneth Clarke. For the first time the government dictated a national set of standards that were to be applied to the training and assessment of student teachers training in HEIs. Predictably, arguments raged about the ethos that underpinned the new standards. Many resisted the move towards, what was perceived to be a ‘competences’ based teacher ‘training’ as opposed to a more ‘holistic’ teacher ‘education’.

With the new standards came other significant changes such as an increase in the school-based experience component on all ITT courses so that a minimum of 2/3 of a trainee’s time was to be spent in school, and the establishment of training partnerships with schools which involved a transfer of both responsibilities and funds from the HEI training provider to the school partners.

Subsequently the role of the classroom teacher in the assessment of trainees’ professional development substantially increased and the role of the ‘mentor’ began to develop.

Those aspects of training in secondary schools where the involvement of staff had substantially increased included the assessment of students’ competences (90%), quality assurance (88%) and providing written feedback to students on competences (86%).

(Menter and Whitehead, 1995, pp2-3)

Teacher training partnerships have since become used to ministerial initiatives affecting ITT and have adapted to meet the demands made by subsequent changes to the standards for QTS. Many ITT partnerships have developed well-considered assessment procedures that ensure trainees are given ample opportunity to meet the QTS standards during their training year. Support for individual needs is well developed and mentors are clear about their roles and responsibilities in this area.

However, because the position of Citizenship in the curriculum is unlike mainstream subjects and consequently, the experience of the Citizenship trainee is somewhat different to other PGCE trainees, we can expect there to be concerns and uncertainties about how to fairly assess them against the standards for QTS.

In all cases the assessment of Citizenship trainees is subject to the frameworks and procedures that apply to the standards for QTS and to the particular PGCE programme it resides in, and in neither case were these designed to accommodate Citizenship.
CitizED is currently undertaking a research project entitled 'Citizenship and the Assessment of Student Teachers' (CASE) which aims to inform this debate. The outcomes of this research will be fed into subsequent updates of this Briefing Paper.
Recruitment and selection of Citizenship trainee teachers and the assessment of subject knowledge

In the recruitment and selection of candidates to ITT courses, the Professional Standards for Qualified Teacher Status 02/02 dictates that:

*They have a secure knowledge and understanding of the subject(s) they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level. (Knowledge and Understanding 2.2.1)*

For most subject courses this is interpreted as having at least 50% of a candidate’s degree studies in the subject being trained for. This is rarely the case however, for the Citizenship trainee who is unlikely to have studied a Citizenship degree although some HEIs are now beginning to introduce these.

Most Citizenship ITT courses recruit candidates with a background in the social sciences including sociology, politics, psychology, cultural studies, law, health and social care, social policy and international relations. On most courses there also seems to be an expectation of extensive subject related pre-course experience that may be more demanding than for other PGCE courses e.g. community or political involvement. Also questions and issues related to diversity might be regarded as a more explicit consideration than those who recruit to other subject areas.

The role of the mentor in assessing subject knowledge in Citizenship

Many mentors are also new to the teaching of Citizenship and may lack confidence in teaching all aspects of the curriculum due to gaps in their own subject knowledge. It is also the case that some areas of the curriculum, such as human rights, are generally better resourced than others, such as the role of financial institutions.

So if the subject knowledge of mentors and trainees does not cover all areas of the Citizenship National Curriculum orders, what are the implications for assessing trainees’ subject knowledge and supporting them in their subject knowledge development?

Most ITT courses provide Subject Knowledge Audits and Action Plans for trainees to complete at the start of the course which they re-visit at specified review points during the course. Mentors should ask trainees to bring these to early tutorial sessions so that plans for their subject knowledge development can be integrated into the school-based training plan.

The CitzED web-site is a useful portal for subject knowledge development. There are links to resource-based sites such as the DfES and Citizenship Foundation but also *Subject Specific Briefing Papers for Trainee Teachers* which cover topics such as the Role of the United Nations, Conflict Resolution and Agenda 21 as well as cross-curricular issues such as teaching Citizenship to pupils with SEN.
In response to requests from Citizenship NQTs, CitizED has also produced an Induction Paper for trainee teachers, mentors and citizenship coordinators entitled ‘Citizenship Resources : A Guide’. This paper provides a route map through the plethora of support materials produced by charities, NGOs, commercial publishers and special interest groups. It defines ‘resources’ broadly by incorporating academic books, articles, websites, classroom material, videos, textbooks and other materials. For the purposes of developing subject knowledge the most useful section is ‘Knowledge and Understanding about Becoming an Informed Citizen’ which covers the following areas:

- legal and human rights, cultural diversity, identity and prejudice, conflict resolution and the UN, parliament, local and national government and democratic engagement, the economy, consumer rights and citizenship, citizenship and the media, pressure groups, Europe, global citizenship and sustainable development.
Assessing trainees in the classroom and their wider school experience

Amongst the Citizenship training providers there is likely to be consistency in the amount of time trainees spend in schools (this is dictated by the TTA as a minimum of 120 days for a 1 year full-time PGCE course) but there will also be variety of practice and perception about the nature of essential experience.

They key questions facing Citizenship mentors are:

- How do we assess practice both within and beyond the classroom?
- How are we to judge trainees fairly if the opportunities we provide in school are still in the developmental phase?
- Are some standards more important for Citizenship than others and if so which ones and why?

So how do we assess practice within and beyond the classroom? Each training provider will provide mentors with lesson observation proformas. Usually these allow for the observer to make explicit which of the standards for QTS are being commented on. Those standards which relate directly to classroom practice are most likely to be found in sections 3.1 - Planning, Expectations and Targets, 3.2 - Monitoring and Assessment and 3.3 - Teaching and Class Management.

Mentors are becoming increasingly experienced in making judgments during classroom observations, providing feedback and target-setting with trainees in relation to the standards. However, as the school-based experience of the Citizenship trainee may be different to trainees in other subjects and involve more out-of-class work, how can the standards apply beyond the classroom?

By looking at the standards in turn (see appendix 1) mentors can see where each standard may apply within and beyond the classroom.

Under section 1 Professional Values and Practice, although it is very important for trainees to evidence all of the standards, in this section there are certain ones which, given the underpinning philosophies of mutual respect, pupil empowerment and their role in dealing with current controversial issues, we might expect a Citizenship trainee to be able to consolidate throughout their practice i.e.

They have high expectations of all pupils: respect their social, cultural linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement (1.1)

They treat pupils consistently, with respect and consideration, and are concerned for their development as learners (1.2)
They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils (1.3)

The above may be demonstrated by a trainee both within and beyond the classroom in their general attitude to pupils. The following standard however is particularly important for the Citizenship trainee to demonstrate, given that Citizenship is a whole school issue, and that trainees are likely to be involved in out-of-class activities such as Citizenship trips, collapsed days, training events, schools councils and fund-raising events.

They can contribute to, and share responsibly in, the corporate life of the school (1.5)

Under section 2 **Knowledge and Understanding** much of the evidence for standards 2.1, 2.1c, 2.1d, 2.2, 2.3 and 2.8 will come from the trainee’s university session materials, their subject knowledge audits and files and their skills certificates. The following standards however, may best be evidenced in the classroom and through school-based session materials:

They understand how pupils’ learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development (2.4)

They know how to use ICT effectively, both to teach their subject and to support their wider professional role (2.5)

They understand their responsibilities under the SEN code of Practice, and know how to seek advice from specialists on less common types of special educational needs (2.6)

They know a range of strategies to promote good behaviour and establish a purposeful learning environment (2.7)

Section 3 of the standards focuses on **Teaching**, is the largest and is divided into three sections; 3.1- Planning Expectations and Targets, 3.2 – Monitoring and Assessment and 3.3 – Teaching and Class Management.

Under 3.1 **Planning, Expectations and Targets** we can again highlight particular standards which may be considered key to the teaching of effective Citizenship i.e.

They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils’ interests and their language and cultural backgrounds, with help of support staff where appropriate (3.1.3)
The selection of appropriate resources is essential in a subject where a wide range of interest groups including such diverse bodies as multinational food and clothing manufacturers, financial services providers, animal rights groups and political parties, are producing free Citizenship classroom resources for schools. Trainee teachers need to develop a discerning attitude to the use of such materials in the classroom or explore ways that such materials can be used which enable the pupils to develop their own skills of objectivity and discernment.

Standard 3.1.5 is also particularly important for the effective Citizenship trainee to be able to evidence:

As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field work and employment-based settings, with the help of other staff where appropriate (3.1.5)

It is very important for Citizenship trainees, many of whom will be taking responsibility for the co-ordinating of Citizenship in the early years of their career, to be given opportunities during their training to work in out-of-school contexts. Planning a Citizenship trip to a museum, magistrates or crown court, a place of worship or political institution, under the supervision of an experienced teacher, should be carefully planned into the trainee’s overall school-based experience.

Section 3.2 – Monitoring and Assessment has proved to be a difficult area for some Citizenship trainees to evidence in schools that are still developing their own assessment policies in this area. For further guidance on assessing pupils in Citizenship see the CitizED Mentor Briefing Paper entitled ‘The Assessment of Pupils in Citizenship’ on the CitizED web-site.

Trainees must be given the opportunity to make both formative and summative assessments of pupils’ performance and achievements in Citizenship, be able to assess levels of attainment and identify routes for progression. In some schools trainees are finding standard 3.2.3 particularly difficult to evidence;

They are able to assess pupils’ progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate (3.2.3)

It is important to remember that Citizenship is a National Curriculum subject with clear attainment criteria which needs to be formally assessed. Trainees who are teaching the GCSE short course in Citizenship should have good opportunities to formally set and mark work in line with the requirements of the Awarding Bodies. But in schools where
this is not the case, they need support from mentors to work with clear and appropriate monitoring, assessment, recording and reporting strategies for Citizenship.

As all schools are now required to formally assess pupils’ progress in Citizenship to parents it should be possible for trainees to gain experience of writing reports and attending parents’ evenings to discuss pupils’ progress. This will enable them to meet the requirements of standard 3.2.7;

They are able to use records as a basis for reporting on pupils’ attainment and progress orally and in writing,concisely, informatively and accurately for parents, carers, other professionals and pupils (3.2.7)

The final part of section 3 of the standards is Teaching and Class Management. There are many standards in this section that it is vital for the effective Citizenship trainee to consolidate during their teaching practice to enable them to fulfil the requirements of the Citizenship National Curriculum. For example, standard 3.3.3. requires that,

They teach clearly structured lessons or sequences of work which interest and motivate pupils and which: make learning objectives clear to pupils, employ interactive teaching methods and collaborative group work, promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning (3.3.3)

It would not be possible for a trainee to address those strands in the National Curriculum which require pupils to develop their skills of enquiry and communication, participation and responsible action without employing ‘interactive teaching methods and collaborative group work’ and ‘promoting active and independent learning that enables pupils to think for themselves’, and ‘plan and manage their own learning’.

Similarly, a Citizenship trainee must be able to consistently and effectively;

… recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, bullying or harassment, following relevant policies and procedures (3.3.14)

In common with teachers of the social sciences and PSHE, the Citizenship teacher is often expected to teach about sensitive and controversial issues such as racism, immigration policy and asylum, religious and cultural diversity, human rights and globalisation. It is neither possible nor desirable for Citizenship teachers to avoid difficult areas such as stereotyping and therefore must develop effective management and negotiating skills to ensure that their classroom is a place of emotional safety for all pupils, regardless of the topic under discussion.
Cross-Curricular Approaches – is it Citizenship?

Some trainee teachers will be placed in schools where all or part of their teaching experience in Citizenship will be delivered through other subjects on the curriculum. This poses particular problems for the assessment of the trainee.

Firstly, the school needs to ensure that the trainee knows who is responsible for the assessment of their practice in the school if they are teaching the classes of a number of teachers from different subjects. Although it may be the case that some lesson observations are being carried out by teachers other than the designated mentor, it is important that the teacher who is observing them is familiar with:

- the assessment procedures required by the ITT provider
- the standards for QTS
- the three strands of the National Curriculum in Citizenship

There also needs to be a plan for regular and structured meetings between the team of teachers who are observing the trainee and the designated mentor to ensure consistency in advice and target-setting. The trainee should to know who to go to if he or she has a problem and have regular review meetings with the designated mentor.

The question of ‘is it Citizenship?’ is raised when trainees are teaching a range of subjects, most often humanities, PSHE, English and drama where the evidence of them teaching National Curriculum Citizenship may be hard to glean.

With careful and thoughtful planning however, it is possible for schools to ensure that the NC for Citizenship is being covered, even when aspects of the curriculum are being delivered through other subjects. For example, a PSHCE (Personal, Social, Health and Citizenship Education) scheme of work on Drugs Education could include the following:

**PSHE (how drugs affect the individual)**

- How drugs affect the body
- Why individuals take drugs
- Use and abuse of drugs

**Citizenship (how drugs affect society)**

- The law relating to drugs
- The criminal justice system and drug offences
- Drugs and the media
- Global interdependence/wealth and poverty e.g. Afghanistan/Columbia

Similarly, religious education schemes of work can integrate lessons on ‘the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding’ (Citizenship NC for England KS4 1.b) and geography can include aspects of ‘the wider issues and challenges
of global interdependence and responsibility, including sustainable development and Local Agenda 21’ (Citizenship NC for England KS4 1.j).

To ensure that ‘Citizenship’ is being taught however, trainees should make explicit in both their schemes of work and lesson plans, which elements of the Citizenship NC are being delivered, assessed, monitored and recorded separately from the mainstream subject. This is proving to be a difficult challenge for schools where Citizenship is being delivered through other subjects, as recognised by Ofsted in their publication, ‘Citizenship in secondary schools: evidence from Ofsted inspections (2003/04)’

Where citizenship provision has been judged unsatisfactory, the subject is insubstantial or invisible. Usually this is where:

- citizenship is provided entirely through other subjects, but not distinctively
- tutorial periods are used, but without the necessary time or expertise to support effective subject development
- the curriculum consists of ‘opportunities’ for some pupils for enrichment rather than an entitlement for all.

It may be that until substantially more teachers are trained as Citizenship specialists it will not be possible for all schools to teach Citizenship as a discrete subject in its own right, therefore systems to ensure that pupils are receiving their entitlement to an in-depth education in Citizenship must be put into place and this must include a fully integrated system assessment.

Finally …

Do assessment procedures as carried out in the school base align appropriately with the ethos of Citizenship? e.g. do they empower trainees; do they enable them to evaluate critically educational practices including school Citizenship programmes and are trainees encouraged to participate responsibly in the school context? Can mentors be flexible in the way they assess trainees to ensure that their wider Citizenship role is acknowledged within and beyond the classroom and can innovative, creative and challenging opportunities be given to trainees to enable them to explore the limits of what effective Citizenship education might look like in schools? These are important questions for tutors and mentors to tackle as ITT Citizenship courses develop in the coming years.
References:


DfES (2002) *Professional Standards for the Qualified Teacher Status 02/02*


PROFESSIONAL STANDARDS FOR QUALIFIED TEACHER STATUS 02/02

1. PROFESSIONAL VALUES AND PRACTICE

Those awarded QTS must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following:

1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.

1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.

1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.

1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils’ learning, and their rights, responsibilities and interests in this.

1.5 They can contribute to, and share responsibly in, the corporate life of schools.

1.6 They understand the contribution that support staff and other professionals make to teaching and learning.

1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.

1.8 They are aware of, and work within, the statutory frameworks relating to teachers’ responsibilities.

2. KNOWLEDGE AND UNDERSTANDING

Those awarded QTS must demonstrate all of the following:

2.1 They have a secure knowledge and understanding of the subject(s) they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level.

2.1c For Key Stage 3, they know and understand the relevant National Curriculum Programme(s) of study, and for those qualifying to teach one or more of the core subjects, the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 know and understand the cross-curricular expectations of the National Curriculum and are familiar with the guidance set out in the National Strategy for Key Stage 3.
2.1 d. For Key Stage 4 and post 16, they are aware of the pathways for progression through the 14-19 phase in school, college and work-based settings. They are familiar with the Key Skills as specified by QCA and the national qualifications framework, and they know the progression within and from their own subject and the range of qualifications to which their subject contributes. They understand how courses are combined in students’ curricula.

2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook. As relevant to the age range they are trained to teach, they are familiar with the Programme of Study for Citizenship and the National Curriculum Framework for Personal, Social and Health Education.

2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.

2.4 They understand how pupils’ learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.

2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.

2.6 They understand their responsibilities under the SEN Code of Practice, and know how to seek advice from specialists on less common types of special educational needs.

2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.

2.8 They have passed the Qualified Teacher Status skills tests in numeracy, literacy and ICT.

3. **TEACHING**

Those awarded QTS must demonstrate all of the following:

3.1 **Planning, expectations and targets**

3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of: the pupils evidence of their past and current achievement the expected standards for pupils of the relevant age range the range and content of work relevant to pupils in that age range.

3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils’ learning. They take account of and support pupils’ varying needs so that girls and boys, from all ethnic groups, can make good progress.

3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils’ interests and their language and cultural backgrounds, with the help of support staff where appropriate.

3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils’ learning.
3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, fieldwork and employment-based settings, with the help of other staff where appropriate.

3.2 Monitoring and Assessment

3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils’ progress towards planned learning objectives, and use this information to improve their own planning and teaching.

3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

3.2.3 They are able to assess pupils’ progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.

3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

3.2.6 They record pupils’ progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.

3.2.7 They are able to use records as a basis for reporting on pupils’ attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

3.3.3 Teaching and class management

3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained.

In relation to specific phases:
c. qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject; numeracy, Numeracy Strategy, and science) competently and independently.

d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications 4 . They also provide opportunities for pupils to develop the key skills specified by QCA.

3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which: make learning objectives clear to pupils employ interactive teaching methods and collaborative group work promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.

3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.

3.3.5 They are able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.

3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

3.3.7 They organise and manage teaching and learning time effectively.

3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

3.3.9 They set high expectations for pupils’ behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils’ behaviour constructively, and promote self-control and independence.

3.3.10 They use ICT effectively in their teaching.

3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.

3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils’ learning.

3.3.14 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, bullying or harassment, following relevant policies and procedures.