

ITE inspection toolkit

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Please note that this document is intended for print use and may not be fully accessible when used on screen.

Leadership

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Leadership is likely to be causing concern if one or more of the following applies.</p> <p>Leaders do not understand the needs and priorities of trainees or the education sector. Their aims, priorities, vision and values are not well informed or implemented.</p> <p>Leaders do not identify and/or prioritise the right issues or take effective and timely action to deal with them.</p> <p>Leaders do not have a track record of improvement or, since being appointed, have not done everything they could reasonably do to secure improvements.</p>	Strategic leadership			<p>Where the provider is secure in all evaluation areas, and strong across all the themes in leadership, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> ▪ embedded and sustained over time ▪ making a tangible difference to trainees' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work
	<p>The provider has clear aims, vision and values but these do not translate into a purposeful strategy that reflects the needs of the education sector or its trainees.</p> <p>Leaders do not have a consistently accurate understanding of the provider's strengths and areas for improvement. Actions to bring about improvements, although focused on the right areas, are imprecise. This makes it difficult for leaders to know how successful their work has been and what further action is needed.</p> <p>Their evaluation does not lead to rapid and sustained improvements.</p>	<p>Leaders and those responsible for governance have an accurate understanding of the provider's context, strengths and weaknesses. This informs the actions they take.</p> <p>Leaders' actions are well judged and consistently effective. They improve or sustain standards. Decisions are always in the best interests of trainees.</p> <p>Leaders make sure their aims, priorities, vision and values are established and embedded across the whole provider, and across any partners that contribute to the programme. They reflect the needs of the local community and/or national priorities.</p> <p>The positive impact of leaders' actions has been sustained over time.</p>	<p>Leaders have an astute understanding of the provider's context, strengths and weaknesses. This informs and underpins their evolving response to priorities. Actions are adjusted and adapted as part of a responsive and continuous improvement culture.</p> <p>Leaders' priorities are comprehensively informed by an accurate understanding of the provider's strengths, areas for improvement, and local and national priorities in all aspects of initial teacher education (ITE) provision. This includes placements, mentoring and the quality of the curriculum taught by partner institutions.</p>	
	Governance and oversight			
<p>The support for and challenge to leaders from those responsible for governance do not have a positive enough</p>	<p>Those responsible for governance and oversight carry out their roles effectively and make sure the provider meets its statutory duties.</p>	<p>Those responsible for governance make a consistently strong contribution to the impact of</p>		

<p>Those responsible for governance make a weak contribution to the provider's strategic aims and/or do not carry out their statutory duties effectively.</p> <p>Leaders have not done enough to secure improvements.</p> <p>Leaders do not ensure suitable professional development for staff and/or an appropriate mentor curriculum. As a result, staff and/or mentors do not understand their role or have the knowledge and skills to carry it out.</p> <p>The provider does not have effective policies and procedures to recruit suitable trainees.</p> <p>Leaders do not follow safer recruitment</p>	<p>impact on the provider's work. Their oversight relies too much on surface-level assurances.</p>	<p>They support, challenge and hold leaders to account effectively, including realising the provider's strategic aims and ensuring an inclusive culture and practices.</p>	<p>the provider's work. They are highly effective at holding leaders to account. They are diligent in using their expertise in the best interests of trainees. They provide effective and relevant challenge, advice and strategic guidance.</p>	<ul style="list-style-type: none"> being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p>
	Track record of improvement/sustaining high standards			
	<p>Leaders' actions related to areas for improvement have not been consistently effective. They have had limited impact on the quality of education and training within their subject(s) and phase.¹</p>	<p>Leaders take effective, well-judged action to improve or sustain standards within subject- and phase-specific education and training.</p>	<p>Leaders' highly effective decisions and actions lead to sustained improvements and high standards. They ensure rapid and sustained improvements in any areas of weakness.</p>	
	Professional development			
<p>The quality and integration of the professional development that staff undertake is inconsistent.</p> <p>The mentoring curriculum is not focused or is of variable quality.</p>	<p>Leaders make sure that all those delivering the ITE programme, including mentors and staff in partner organisations, undertake timely and effective professional development. This helps them to carry out their roles effectively.</p>	<p>Leaders make sure that professional development is highly effective in developing staff. This includes the expertise and effectiveness of mentors and staff in partner organisations.</p>		

¹ 'Subject(s)' include areas of learning and development in the Department for Education (DfE)'s ['Early years foundation stage statutory framework'](#).

<p>processes when recruiting trainees.</p> <p>The responsible body does not comply with its statutory duties. Consequently, leaders feel totally unsupported.</p> <p>Leaders' engagement with all stakeholders in the partnership is limited or non-existent. As a result, trainees receive a fragmented curriculum, without context. Purposeful integration between the different elements of the programme is limited or non-existent.</p>		The mentor curriculum ensures that trainees receive high-quality subject- and phase-specific mentoring.		
	Trainee recruitment			
	Policies for recruiting and selecting trainees are suitable, but not implemented well. As a result, some trainees do not have the expertise and/or experience to train to teach their subject(s) or phase.	<p>Selection procedures ensure that trainees are ready to acquire the relevant subject knowledge and teaching expertise, and that trainees have the potential to meet the relevant standards.</p> <p>Leaders consistently follow safer recruitment processes when recruiting trainees, in line with 'Keeping children safe in education'.²</p>	Highly effective selection procedures ensure that all trainees are suitable and have high potential to succeed as teachers.	
	Responsible bodies, including employers and those responsible for governance			
	The responsible body is unclear about its statutory duties in relation to leaders' well-being. It does not support them effectively.	<p>The responsible body complies with its statutory duties and carries them out effectively.</p> <p>The responsible body supports leaders' well-being. It provides support when they face challenging situations.</p>	The responsible body is highly effective at supporting leaders.	
	Working in partnership³			

² ['Keeping children safe in education'](#), DfE, March 2015.

³ We use the term 'partnership' here to mean anyone involved in delivering the programmes or in placement settings.

	Leaders' collaboration with all stakeholders in the partnership is not purposeful and has limited impact. Too few trainees benefit from a purposefully integrated curriculum between the different elements of the programme.	Leaders work collaboratively and effectively with all stakeholders in the partnership to make sure that their work is purposefully integrated. The programme is coherent, with effective transition between its different elements.	Leaders sustain strong and highly effective partnerships with all stakeholders. Cohesion between the different elements of the programme is seamless, meeting individual trainees' needs.	
Not met		Met		
Compliance and safeguarding				
<p>For compliance and safeguarding to be 'not met', one or more of the following applies.</p> <p>The provider does not make sure that its ITE programmes meet the Department for Education (DfE)'s relevant compliance requirements.⁴ In the early years phase, the provider does not have regard to the DfE's early years initial teacher training (EY ITT) criteria and supporting advice.⁵</p> <p>In primary or secondary phase ITE, the curriculum does not cover the full entitlement of trainees as outlined in the 'Initial teacher training and early career framework' (ITTECF).⁶</p>		<p>For compliance and safeguarding to be 'met', the following apply (where relevant).</p> <p>The provider ensures that its ITE programmes meet the DfE's mandatory compliance criteria for primary and secondary phases.¹⁰ In the early years phase, the provider has regard to the DfE's EYITT criteria and supporting advice.¹¹</p> <p>In primary and secondary programmes, the curriculum covers the full entitlement described in the ITTECF.¹²</p> <p>The provider has regard to the DfE's expectations for delivering ITE for further education (FE) and skills.¹³</p>		

⁴ Schools phase: ['Initial teacher training \(ITT\): criteria and supporting advice'](#), DfE, March 2012.

⁵ Early years phase: ['Early years initial teacher training \(EYITT\): criteria and supporting advice'](#), DfE, January 2015.

⁶ ['Initial teacher training and early career framework'](#), DfE, January 2024.

¹⁰ Schools phase: ['Initial teacher training \(ITT\): criteria and supporting advice'](#), DfE, March 2012.

¹¹ Early years phase: ['Early years initial teacher training \(EYITT\): criteria and supporting advice'](#), DfE, January 2015.

¹² ['Initial teacher training and early career framework'](#), DfE, January 2024.

¹³ ['Expectations for the delivery of initial teacher education for FE'](#), DfE, September 2024.

<p>The provider does not have regard to the DfE's 'Expectations for the delivery of initial teacher training for FE' in designing the curriculum and systems.⁷</p> <p>The curriculum for those studying ITE for FE and skills is not aligned to the occupational standard.⁸</p> <p>Apprenticeship provision does not meet the principles and requirements of an apprenticeship.⁹</p> <p>The provider does not comply with all relevant legislation and requirements relating to the 'Prevent' duty.</p> <p>Leaders do not create a culture in which trainees feel and are safe.</p>	<p>The provider ensures that the curriculum for those studying ITE for FE and skills is fully aligned to the occupational standard.¹⁴</p> <p>The provider makes sure that apprenticeship provision meets the principles and requirements of apprenticeships.¹⁵</p> <p>The provider complies with all relevant legislation and requirements relating to the Prevent duty.</p> <p>Leaders create a culture in which trainees feel and are safe.</p>
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⁷ ['Expectations for the delivery of initial teacher education for FE'](#), DfE, September 2024.

⁸ ['Learning and skills teacher: overview of the role'](#), Institute for Apprenticeships and Technical Education.

⁹ ['Apprenticeship funding rules'](#), DfE, March 2019.

¹⁴ ['Learning and skills teacher: overview of the role'](#), Institute for Apprenticeships and Technical Education.

¹⁵ ['Apprenticeship funding rules'](#), DfE, March 2019.

Inclusion

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Inclusion is likely to be causing concern if one or more of the following applies.</p> <p>Across the provider's work, inclusive practices do not ensure an acceptable education for disadvantaged trainees and trainees with special educational needs and/or disabilities (SEND). Leaders' work to prioritise inclusion is weak. Some decisions are not made in the best interests of trainees.</p> <p>Leaders do not identify trainees who may have additional needs or face barriers to learning.</p> <p>Staff are not aware of appropriate services to support trainees.</p>	Inclusive practices (across all toolkits)			<p>Where the provider is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary.</p>
	<p>Aspects of the provider's inclusive practices need attention.</p>	<p>Across the provider's work, inclusive practices are secure. This means all trainees feel a sense of belonging.</p>	<p>Across the provider's work, inclusive practices are strong.</p>	
	Inclusive leadership			<p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> ▪ embedded and sustained over time ▪ making a tangible difference to trainees' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas
<p>Leaders are inconsistent in their approach to identifying trainees who may have additional needs or face barriers to learning. Effective support is ad hoc and depends too much on individual staff.</p> <p>Staff do not always direct trainees to suitable services.</p>	<p>Leaders prioritise inclusion. They work effectively with all stakeholders to support trainees' success.</p> <p>Leaders quickly and accurately identify trainees who may have additional needs or face barriers to completing the programme. They make sure these trainees receive effective support.</p> <p>Staff direct trainees, when necessary, to suitable services to support their needs, including any mental health needs.</p>	<p>Those responsible for governance are highly effective in holding leaders to account. They ensure that the provider's work has a positive impact on every trainee.</p> <p>Leaders have high expectations for all trainees. They give trainees exact and expert support with any additional needs or barriers to learning.</p> <p>Staff actively promote trainees' awareness of suitable services so all of them get the support they need. Staff check that those who need support are accessing it.</p>		

<p>The expectations of staff are too low for trainees or groups of trainees.</p> <p>Staff do not make sure that all trainees can participate fully in their programme and make the progress they should. Some policies or practices have a detrimental effect on some groups of trainees and/or are discriminatory.</p>	Inclusive culture			<p>of the provider's work</p> <ul style="list-style-type: none"> ▪ being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p>
<p>Staff try to create an inclusive culture, but they are not fully successful. In some instances, trainees struggle to participate fully or be included in their programme.</p>	<p>Staff consistently have high expectations. They promote an inclusive culture in teaching and in interacting with trainees.</p>	<p>Staff create a highly inclusive culture. It is characterised by the highest ambition for all trainees, particularly those with SEND or those who are disadvantaged.</p>		

Curriculum

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Leadership of the curriculum is likely to be causing concern if one or more of the following applies.</p> <p>The curriculum has limited ambition or does not have enough structure or coherence.</p> <p>In primary and secondary phases, the curriculum does not cover the content of the ITTECF.</p> <p>In primary and secondary programmes, the intensive training and practice (ITAP) aspects of the curriculum are selected without care or precision.</p> <p>The curriculum is poorly designed. It does not prioritise the foundational KSPBs that trainees need to</p>	Curriculum breadth and ambition			<p>Where the provider is secure in all evaluation areas, and strong across all the themes in curriculum, inspectors may consider a feature of leaders’ work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> ▪ embedded and sustained over time ▪ making a tangible difference to trainees’ learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider’s work
	<p>The ITE curriculum is limited in breadth and/ or depth.</p> <p>Some subject curriculums are not designed effectively to build up trainees’ knowledge, skills and professional behaviours (KSPBs).</p> <p>In primary and secondary phases, the curriculum does not cover the ITTECF in some minor respects.</p> <p>In primary and secondary programmes, minor ITAP aspects of the curriculum are not well designed.</p>	<p>Leaders make sure that the content of the ITE curriculum is ambitious for all trainees. High-quality, relevant research informs the curriculum. It is appropriately designed around relevant subject- and phase-specific dimensions to help prepare trainees to teach.</p> <p>In primary and secondary phases, the curriculum covers the full entitlement described in the ITTECF.</p> <p>In primary and secondary phases, the ITAP aspects of the curriculum are carefully selected and are pivotal to trainees’ ability to apply KSPBs in their teaching.</p>	<p>Leaders use their significant expertise in curriculum design to excellent effect. This ensures that the curriculum is highly ambitious for each subject and phase.</p> <p>The curriculum seamlessly integrates the full entitlement described in the ITTECF.</p> <p>In primary and secondary programmes, the ITAP aspects of the curriculum are expertly selected. They are pivotal to trainees’ ability to apply their KSPBs in a variety of situations at work/on placement.</p>	
Subject/phase curriculum leadership				
<p>The curriculum does not do enough to prioritise the foundational KSPBs trainees need. In primary and secondary phases, the teaching of some aspects of the ITTECF lacks depth and quality.</p>	<p>Subject/phase leaders have the expertise and/or support they need to ensure an appropriate curriculum, whether this curriculum is designed, adapted or adopted.</p> <p>Leaders make sure that the curriculum prioritises the foundational KSPBs trainees need in</p>	<p>Leaders make sure that all partners involved in the curriculum understand and deliver the fundamental KSPBs. This has a significant impact on trainees’ understanding.</p>		

<p>succeed in their subject(s) and phase.</p> <p>In primary and secondary phases, this includes the content of the ITTECF.</p> <p>Not enough time is given to teaching, revisiting or practising the foundational KSPBs.</p> <p>Leaders do not direct and/or monitor the research trainees are accessing.</p> <p>Discredited research is prevalent and not tackled effectively.</p> <p>The curriculum is not sequenced well.</p> <p>Integration across all the taught elements and teaching practice are ineffective.</p> <p>The curriculum does not include content related to disadvantage, including for pupils and learners</p>	<p>In some key areas, the provider does not make sure trainees have enough time to teach, revisit or practise these components.</p>	<p>their subject(s) and phase. These KSPBs are broken down into meaningful components and logically sequenced.</p> <p>Leaders make sure trainees have enough time for teaching practice, for revisiting and practising the KSPBs, and for closing any knowledge gaps. In primary and secondary phases, this fully encompasses the ITTECF.</p>		<ul style="list-style-type: none"> being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p>
	Relevant, high-quality research¹⁷			
	<p>Leaders do not systematically check what research trainees are accessing. There are misconceptions and limited direction, or acceptance of discredited research is prevalent.</p>	<p>Leaders make sure that trainees engage with relevant, high-quality research when making professional decisions about teaching in their subject and phase.</p>	<p>Leaders have created a culture in which trainees are empowered to take responsibility for their own research and reading. They do so in a way that is curious and questioning. It develops their strong ability to apply principles from scholarship when making professional decisions.</p>	
	Purposeful integration			
<p>Some aspects of the curriculum are not sequenced or integrated effectively across all the taught elements</p>	<p>The curriculum is purposefully sequenced and integrated across all the taught elements of the curriculum and teaching practice.</p>	<p>The curriculum is expertly sequenced and integrated across all taught elements of</p>		

¹⁷ In primary and secondary phases, relevant, high-quality research includes sources in the ITTECF as a starting point.

<p>with SEND.¹⁶ Trainees do not learn how to overcome the barriers pupils and learners might face.</p> <p>The safeguarding curriculum is limited, poorly designed or out of date. Therefore, trainees do not understand their statutory responsibility to keep pupils safe. In primary and secondary phases, they are not taught about key areas of statutory safeguarding, including 'Keeping children safe in education', 'Working together to keep children safe' and the Prevent duty. They are not prepared well to work in a school.</p>	of the curriculum and teaching practice.		the curriculum and teaching practice.	
	Inclusive curriculum			
	<p>Some weaknesses in the design of the curriculum limit trainees' knowledge and skills in relation to teaching pupils and learners who are disadvantaged, including those with SEND.</p> <p>Learning and placements are not aligned effectively.</p>	<p>The ITE curriculum teaches trainees how to meet the needs of those who are disadvantaged, including those with SEND. It ensures that trainees understand the barriers that pupils and learners may face and how to overcome these. This prepares them well for their placements.</p> <p>Trainees are taught how to identify signs that may indicate pupils have SEND. Trainees are taught how to adapt their teaching, while maintaining high expectations. They work closely with expert colleagues, such as a school's special educational needs coordinator and other special education professionals.</p>	<p>The curriculum is well informed by high-quality, relevant research. It weaves matters related to disadvantage and SEND comprehensively through all subjects and phases. It gives trainees a comprehensive and astute understanding of how to adapt teaching to meet the needs of individual pupils.</p>	
	Trainees' safeguarding responsibilities			
<p>Safeguarding within the ITE curriculum is not effective enough. Trainees have gaps in their knowledge about promoting safety of welfare or about how to carry out their safeguarding duties.</p>	<p>Trainees understand their role in keeping pupils and learners safe. They are taught how to promote pupils' safety and welfare, and their statutory safeguarding duties as set out in 'Keeping children safe in education', 'Working together to</p>	<p>Leaders include comprehensive coverage of safeguarding in the ITE curriculum. That makes sure all trainees are highly knowledgeable about their</p>		

¹⁶ The term 'pupils and learners' refers to children, pupils, students and learners.

		<p>keep children safe' and the Prevent duty.</p> <p>Trainees are taught to be curious and to spot signs of safeguarding concerns.</p>	<p>statutory responsibilities around safeguarding.</p>	
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Teaching

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Leadership of teaching is likely to be causing concern if the following applies.</p> <p>Leaders have an inaccurate understanding of the quality of teaching or any underlying causes of weak teaching in subjects and phases.</p> <p>Significant gaps in teaching expertise are not tackled. Curriculum content is taught poorly.</p> <p>Teachers do not understand how trainees learn. As a result, ineffective teaching limits trainees' learning and development.</p> <p>Teaching is not adapted to meet the needs of trainees with SEND, those facing any additional barriers or</p>	Expert teachers			<p>Where the provider is secure in all evaluation areas, and strong across all the themes in teaching, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> ▪ embedded and sustained over time ▪ making a tangible difference to trainees' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work
	<p>Leaders have some awareness of the quality of teaching, but it is not comprehensive. Support to remedy gaps in teachers' expertise is inconsistent and does not fully tackle the root cause of underperformance.</p>	<p>Leaders make sure that they employ and retain high-quality expert teachers.</p> <p>Leaders have an accurate and informed understanding of the quality of teaching, including in subjects and phases. They identify gaps in subject expertise and/or experience and tackle them effectively.</p>	<p>Leaders have a comprehensive and nuanced understanding of the quality of teaching. This is informed by evaluation and feedback. They use their understanding to drive continual improvement in the quality of teaching. Action to support teachers is timely and highly effective.</p>	
	Teachers' subject and curriculum knowledge			
	<p>Most teaching is informed by suitable expertise. However, a few areas of weaker teaching are not supported by the knowledge and skills needed. Curriculum content is not always delivered effectively.</p>	<p>Teachers are knowledgeable and skillful across all subjects and phases. Teaching activities are carefully designed to help trainees master foundational concepts and develop their KSPBs progressively.</p>	<p>Teachers' subject, phase and curriculum expertise helps them to teach the curriculum highly effectively.</p>	
Pedagogy				
<p>Teaching is informed by a basic understanding of how trainees learn but it is not consistently applied. Teaching</p>	<p>Teachers use and show effective, evidence-based teaching methods to help trainees make progress through the curriculum and retain knowledge over time.</p>	<p>Teachers are expert at teaching trainees to integrate new information, apply learned concepts across a range of different contexts, and secure a deep</p>		

<p>those who speak English as an additional language.</p> <p>Teachers do not monitor the progress that trainees make.</p> <p>Teachers' use of assessment is weak. They do not identify strengths or gaps in trainees' KSPBs. This means that subsequent teaching is not adapted.</p> <p>Staff provide little or unhelpful feedback to trainees.</p> <p>Mentoring is not informed by the ITE curriculum, so trainees' practice is detached from the curriculum.</p> <p>Mentors do not routinely give feedback to trainees.</p>	<p>fails to build on trainees' prior learning.</p>		<p>understanding of the curriculum.</p>	<ul style="list-style-type: none"> being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p>
	Adaptive teaching			
	<p>Adaptations to teaching do not always help trainees to overcome the most significant barriers to progress, including for those with SEND or those who speak English as an additional language.</p>	<p>Appropriate and well-considered adaptations to teaching, when necessary, help trainees to overcome the most significant barriers to progress.</p>	<p>Well-judged adaptations draw on a secure understanding of the needs of individual trainees, the barriers to their learning and the most effective strategies to overcome these.</p>	
	Assessment and feedback			
	<p>Teachers' judgements about trainees' progress are not accurate enough because they do not focus on the progress trainees make through the curriculum.</p> <p>Teachers do not identify some of the strengths or gaps in trainees' knowledge.</p> <p>When teachers identify trainees' gaps or misconceptions, they do not tackle these quickly and effectively enough.</p> <p>Staff give feedback to trainees, but it is not useful enough in improving their understanding.</p>	<p>Teachers monitor the progress of trainees through all elements of the programme. They use this information well to evaluate and refine the curriculum.</p> <p>Teachers use assessment accurately to identify trainees' strengths and the most important gaps and/or misconceptions in their KSPBs.</p> <p>Staff give trainees helpful feedback that is clear and accurate and provides guidance on how they can improve.</p>	<p>Teachers have a comprehensive, timely and accurate assessment of what trainees know and can do in all elements of the programme.</p> <p>Teachers use assessment expertly to precisely identify trainees' strengths and gaps, and the misconceptions in their KSPBs. They know and build on trainees' strengths and use their understanding of misconceptions and strengths to inform responsive, skilful curriculum design and teaching.</p> <p>Staff give trainees high-quality feedback. It includes</p>	

			specific and highly relevant guidance on how to improve.	
Mentoring				
	<p>The use of the ITE curriculum in mentoring is inconsistent.</p> <p>Mentors' feedback is not always relevant or helpful.</p>	<p>The ITE curriculum is used as a basis for mentoring trainees. Mentors support trainees to practise and make progress in their teaching.</p> <p>Mentors demonstrate and explain effective teaching strategies well within their subject(s) and phase.</p> <p>Mentors' feedback to trainees is helpful, clear and developmental.</p>	<p>Mentors use the ITE curriculum expertly as a basis for their teaching and support they give to trainees.</p> <p>Mentors demonstrate and explain a wide range of effective teaching strategies suitable for different contexts within the subject(s) and phase. Mentors have an up-to-date understanding of relevant research.</p> <p>Mentors' use of feedback makes a strong contribution to trainees' progress.</p>	

Achievement

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Achievement is likely to be causing concern if one or more of the following applies.</p> <p>A significant proportion of trainees do not achieve their qualifications/ professional status or complete their ITE programme.</p> <p>Some trainees are not on an appropriate course, and therefore do not go on to teach in their preferred phase.</p> <p>Trainees with SEND do not receive the support they need to make sure they achieve in line with their peers.</p> <p>Trainees do not develop the KSPBs they need to teach in their phase and/or subject(s).</p>	Outcomes			<p>Where the provider is secure in all evaluation areas, and strong across all the themes in achievement, inspectors may consider a feature of leaders’ work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> ▪ embedded and sustained over time ▪ making a tangible difference to trainees’ learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas
	<p>Most trainees achieve their qualification/professional status or complete their ITE programme.</p> <p>However, the achievement rates of different groups of trainees vary too much. Some trainees, including those with SEND, do not achieve their qualifications/ professional status or complete their programme in a timely way or do not complete the course.</p>	<p>Most trainees achieve their qualifications/professional status or complete their ITE programme in a timely way. Trainees with SEND receive the support they need to achieve as well as their peers.</p>	<p>Trainees achieve their qualifications/professional status or complete their ITE programme in a timely way.</p>	
Trainees’ progress				
<p>Trainees develop, and can apply at a basic level, the KSPBs they need to teach. However, these are not focused enough on their own subject and/or phase.</p> <p>Trainees reflect on their teaching, but this is superficial. As a result, they do not understand well enough what they do well or the areas in which they need to improve.</p>	<p>Trainees learn, develop and can apply the KSPBs they need to teach their subject(s) and phase securely.</p> <p>Trainees reflect on their teaching and know their professional strengths and areas for improvement.</p>	<p>Trainees quickly develop rich and highly relevant KSPBs, which they use to teach their subject and phase very well.</p> <p>Trainees constantly and actively reflect on their teaching, seeking feedback from others to inform their accurate reflections. They take rapid and highly effective steps to build on their strengths and tackle areas for improvement to become the</p>		

<p>Trainees do not reflect on the quality of their teaching. They do not know what they do well or the areas in which they need to improve.</p> <p>The ITE programme does not prepare trainees for the realities of teaching in their phase. As a result, they are poorly prepared to teach.</p> <p>Many trainees do not secure employment. The provider does not support them with their next steps to gain employment.</p>	<p>The ITE programme helps trainees to understand the realities of teaching in their phase, but they still require some support to prepare them to make informed choices about their next steps.</p> <p>Trainees receive some information, advice and guidance about their career options, but this does not always match their needs well enough.</p>	<p>Trainees are equipped with the KSPBs they need for their next stage of employment and training. They are prepared effectively for the realities of teaching their subject(s) and phase.</p> <p>Most trainees remain in, or progress to, a teaching role on completion of their training.</p> <p>Trainees are given suitable information, advice and guidance about their career options and are supported to achieve these.</p>	<p>very best teachers that they can be.</p> <p>Preparedness to join the teaching profession</p> <p>Trainees are fully prepared for the next stage in their teaching career. They have a very strong understanding of the realities of teaching in their phase and are ready for, and enthusiastic about, their teaching careers.</p> <p>Almost all trainees remain in, or progress to, a teaching role at the end of their training.</p> <p>They receive a wide range of well-thought-out and effective information about their career options.</p>	<p>of the provider's work</p> <ul style="list-style-type: none"> being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally. Successful submissions will be published as part of a series of best practice reporting.</p>
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Professional behaviours, personal development and well-being

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Professional behaviours, personal development and well-being are likely to be causing concern if one or more of the following applies.</p> <p>Leaders do not prioritise trainees' professional and personal development. Their expectations for trainees are too low.</p> <p>Leaders do not evaluate the effectiveness of trainees' support systems. Therefore, any improvements are superficial.</p> <p>The ITE programme does not encourage trainees to show respect and suitable professional behaviour.</p> <p>Trainees' attendance is low, or commitment to</p>	Strategic leadership and oversight			<p>Where the provider is secure in all evaluation areas, and strong across all the themes in professional behaviours, personal development and well-being, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> ▪ embedded and sustained over time ▪ making a tangible difference to trainees' learning, development and well-being ▪ being used and/or adapted internally
	<p>Leaders' expectations for trainees' professional and personal development are appropriate but are not rigorous in approach.</p> <p>Leaders' quality assurance does not identify minor areas of improvement needed to support trainees as fully as possible.</p>	<p>Leaders take strategic and effective oversight of trainees' professional behaviours, personal development and well-being. They consider the needs, aspirations, backgrounds and views of trainees.</p>	<p>Leaders make sure that their high expectations for trainees' professional and personal development are effectively communicated and put into place throughout policy and practice. They are proactive in adapting this support to meet trainees' changing needs and contexts.</p>	
Professional behaviour				
<p>Trainees understand the role of a teacher, but the ITE programme has not secured their understanding of some of the necessary professional behaviour.</p> <p>Some trainees do not attend often enough. When this is the case, it shows their poor commitment to learning and slows the development of their KSPBs.</p>	<p>Trainees understand the importance of, and show high levels of, professional behaviour and conduct.</p> <p>Trainees are respectful, responsible and positive professionals. They attend as expected and are committed to their learning.</p>	<p>Trainees fully understand and constantly display the highest standards of professional behaviour. They learn eagerly, reflect wisely and behave with the utmost integrity.</p> <p>Trainees attend well for all elements of their training and show significant commitment to their learning.</p>		

<p>their learning is poor and shows little sign of improvement. This has a sizeable, negative impact on their learning and progress.</p> <p>Instances of bullying, harassment and discrimination are common. Issues are not recorded properly or dealt with effectively.</p> <p>Trainees have little confidence in leaders' capacity to deal with issues, so do not report them.</p> <p>Staff do not consider or support trainees' well-being. Leaders do not consider or support trainees' welfare or well-being.</p> <p>Staff place unnecessary burdens on trainees.</p> <p>Leaders fail to protect staff from bullying, harassment or discrimination.</p>	Dealing with bullying, harassment and discrimination			<p>to support and improve other areas of the provider's work</p> <ul style="list-style-type: none"> being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p>
	<p>Although staff are alert to incidences of bullying, harassment and discrimination, they do not deal with them as effectively as they should when they occur. Sometimes, trainees do not get the support they need.</p>	<p>Bullying, harassment and discrimination are not tolerated. Staff deal effectively and sensitively with any instances.</p>	<p>The way in which staff promote tolerance and mutual respect is exceptional. Cases of bullying, harassment or discrimination are rare and are acted on swiftly and effectively.</p>	
	Pastoral care and trainees' well-being and workload			
	<p>Staff have regard for trainees' well-being, but support is piecemeal and not always effective.</p> <p>Staff understand the importance of balancing trainees' workloads, but some burdens remain.</p>	<p>Leaders make sure that trainees receive effective pastoral support, including for their physical and mental health.</p> <p>Staff take account of trainees' workload, including considering and removing unnecessary burdens, such as excessive paperwork and planning.</p> <p>Leaders and staff identify trainees who may need extra support, guidance or care to ensure their mental well-being and welfare.</p> <p>Pastoral support is effective and well matched to trainees' needs. They feel confident in seeking support and value the care they receive. Support is targeted precisely to meet individuals' needs.</p>	<p>Leaders have robust systems in place and are highly vigilant in identifying trainees' needs and putting in place swift actions that mitigate any barriers to trainees' success or well-being.</p> <p>Staff are vigilant in identifying and supporting those trainees who may need extra support and guidance.</p>	

Staff workload is poorly managed, inappropriate and/or unsustainable.	Staff workload, well-being and support			
	<p>Isolated instances of bullying, harassment or discrimination are dealt with but not quickly enough.</p> <p>The direct or indirect impact of leaders' decisions creates unnecessary burdens on staff.</p>	<p>Leaders protect staff from bullying, harassment and discrimination. They maintain clear and effective staff protection policies. They provide regular training and transparent communication about reporting procedures.</p> <p>Leaders remove unnecessary burdens and make sure that the work of staff is sustainable and proportionate.</p>	<p>Leaders make sure that the well-being of staff is a high priority and that the support staff receive is highly effective, comprehensive and timely.</p>	
Not met		Met		
Compliance, where relevant				
<p>Leaders are ineffective at communicating with partners, through the partnership agreement, about their role in protecting trainees' mental health and well-being.</p>		<p>Leaders make sure that the partnership agreement, where required, includes details on the role of all partners to protect trainees' mental health and well-being.</p>		