Initial teacher education inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of initial teacher education (ITE) provision:

- inspections of ITE for the early years phase are carried out under paragraph 9(1) of Schedule 13 to the Education and Inspections Act 2006

- inspections of ITE for the primary and/or secondary phases are under s. 18B of the Education Act 1994

- inspections of ITE for the FE and skills phase are under Part 8 of the Education and Inspections Act 2006.

It can also be used by leaders to support self-evaluation and continuous improvement.

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Gathering evidence

The inspection toolkit is based on statutory and non-statutory guidance, professional standards, research and inspection evidence. We will update it as required, usually on an annual basis, to reflect any changes.

Inspections focus on the impact of the systems and processes that leaders use to support the continuous improvement and effective running of the provision.

Inspectors collect first-hand evidence of how the provider typically operates, mainly through professional conversations and a series of interconnected inspection activities, often alongside leaders and staff, to understand the day-to-day work of the provider. Inspectors are required to view specific documentation. This should be limited to documents relating to the provider's statutory requirements or documents that it produces as part of its normal business processes. Inspectors do not need information to be presented in any specific format, as long as it is easily accessible. We do not need leaders, staff, partner organisations or trainees to do additional work specifically for an inspection. This would create unnecessary workload.

Inspectors will be proportionate in weighing up the evidence they gather, balancing the extent of any strengths or priorities for improvement in each of the evaluation areas. This will support grading and allow specific features of practice, whether strengths or areas for development, to be reported clearly.

Inclusion

This evaluation area considers:

- how well leaders and those responsible for overseeing the ITE provision establish an inclusive culture and environment for trainees, in which equality and diversity are championed

- how effectively leaders and staff support trainees to reduce the barriers that they may face to their learning and/or well-being

The grading standards focus on the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion, thereby giving trainees the greatest possible opportunity to feel welcomed and valued, and to have their needs met.

These factors are:

- creating a culture in which trainees feel welcomed and valued

- creating an inclusive environment where trainees feel able to share their needs and/or ask for help

- prioritising effective support for all trainees so they are fully prepared to embark on a career in teaching. This includes those with identified special educational needs and/or disabilities (SEND) and those who may face other barriers to their learning and/or wellbeing

- ensuring that trainees receive appropriate support while completing their teaching practice in the workplace

It is also important that trainees are confident and competent to meet the needs of all pupils and learners, including those who are disadvantaged, those with SEND, those known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, such as young carers. This aspect of inclusion is considered in the curriculum, teaching and training evaluation area.

Gathering evidence about inclusion

The leadership of equality, diversity and inclusion across the ITE provision

In gathering evidence about the leadership of equality, diversity and inclusion, inspectors evaluate the extent to which:

- leaders understand the barriers that trainees may face to their learning and/or well-being

- leaders promote equality and diversity to ensure that trainees have a positive experience regardless of their backgrounds and the protected characteristics

- leaders have established a culture in which trainees feel comfortable talking about their needs, including those with identified SEND and those who may face any other barriers to their learning and/or well-being

- leaders and those responsible for overseeing the ITE provision review their systems and processes to ensure that trainees' individual needs are met, including when trainees are completing their teaching practice

- leaders make sure trainees receive effective support, directing them to suitable external support where necessary, and ensuring that reasonable adjustments or adaptations are made in accordance with the Equality Act 2010

- any accessibility planning meets the requirements of the Equality Act 2010, is implemented effectively and reviewed regularly

Enacting inclusive practices to support trainees' individual needs

In gathering evidence about inclusive practices, inspectors evaluate the extent to which:

- staff and mentors successfully support trainees, including those with identified SEND and those who may face other barriers to their learning and/or well-being

- staff and mentors make reasonable adjustments or adaptations for trainees where required so that the barriers that they may face are reduced

- trainees receive the same high-quality support when on teaching practice/work placement as they do when attending training at the provider

Grading inclusion

Needs attention	Expected standard	Strong standard
Inclusion is likely to be graded 'needs attention' when the expected standard has not been met. **This may include when one or more of the following applies:** ■ Leaders and those responsible for overseeing the ITE provision recognise the importance of supporting trainees who may face barriers to their learning and/or well-being, but they do not have enough understanding of trainees' needs (where disclosed) to provide effective support. ■ Teacher educators and mentors understand the needs trainees have, but too many trainees receive support that does not typically meet their needs or help to reduce barriers to their learning and/or well-being. ■ Leaders understand the needs of trainees, but they do not share (when there is trainee consent to do so) the information they have and/or check the effectiveness of the support at the partner organisations/employers where trainees are completing their teaching practice.	**Inclusion meets the 'expected standard' when all the following apply:** Leaders and those responsible for overseeing the ITE provision promote inclusive practices and champion equality and diversity. Trainees typically feel welcomed and valued, regardless of their backgrounds or prior experiences. Leaders act on feedback to improve trainees' experiences. The provider's inclusive policies and practices foster a safe environment for trainees to disclose any needs, knowing support will be made available. Leaders and staff understand their trainees' needs and typically take action to help trainees reduce any barriers to their learning and/or well-being, including trainees with identified SEND. Leaders make any reasonable adjustments or adaptations required that are appropriate to the teaching profession and meet trainees' needs. Trainees generally receive helpful information about a variety of appropriate internal and external guidance that is available to help them support their own learning and/or well-being.	**Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders and those responsible for overseeing the ITE provision take deliberate steps to ensure that the importance of inclusion is universally embedded and understood across the ITE provision. Leaders systematically promote diversity, which increases the diversity of backgrounds that trainees come from. Leaders' and staff's actions consistently make an effective and demonstrable difference to the opportunities and experiences of trainees, no matter their needs or circumstances. Leaders and those responsible for overseeing the ITE provision systematically review and enhance how effectively they support trainees to meet their individual needs. Trainees consistently engage with the bespoke, timely support and guidance.

Urgent improvement

Inclusion is likely to be graded 'urgent improvement' when any of the following apply:

- Leaders' work to prioritise inclusion is weak because they do not identify on the barriers to learning and/or well-being trainees may face.

- Trainees with identified SEND and those who may face other barriers to their learning and/or well-being do not receive adequate support to access the ITE programme. Leaders do not act on the barrier to learning and/or well-being they have identified.

Exceptional

Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Leaders and those responsible for overseeing the ITE provision have a transformational impact on trainees' individual experiences due to their meticulous approach to promoting inclusion.

- Trainees receive commendable levels of individualised support and guidance, irrespective of the barriers that they may face. They are unanimously positive about the unwavering support that they receive from the provider.

- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own ITE provision

- share their learning and best practice externally to support system-wide improvement, for example with other ITE providers, professionals, their community and stakeholders, including local and/or national networks

Curriculum, teaching and training

This evaluation area considers:

- how leaders ensure that there is a high-quality, ambitious ITE curriculum for trainees
- how leaders, teacher educators and mentors ensure that the ITE curriculum is taught effectively, across each subject and phase

The grading standards focus on the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to a high-quality ITE curriculum and effective teaching and training that prepares trainees to teach their subject(s) and phase.

These factors are:

- an ambitious ITE curriculum that is designed around subjects, phases and statutory and non-statutory guidance to give trainees the necessary knowledge, teaching skills and experience
- planning and sequencing the ITE curriculum so that trainees build their knowledge and teaching skills, preparing them to teach their subject(s) and phase well
- teacher educators and mentors using their expert subject and phase knowledge to implement the ITE curriculum effectively
- mentoring as an integral and effective part of the ITE programme
- effective assessment that informs the ITE curriculum and provides meaningful feedback to trainees
- purposeful integration of the taught elements of the ITE curriculum and teaching practice

Considering curriculum, teaching and training in different phases

When inspectors apply this evaluation area in ITE, they consider the context of the relevant phase – for example:

- In the **early years** phase, inspectors consider how well the provider prepares trainees to teach to the requirements outlined in the statutory framework for early years, including the prime and specific areas of learning and development from birth to age 5. This should include how children develop and learn, and their readiness for key stage 1. For this phase, the ITE curriculum should have due regard for the DfE's EYITT criteria and supporting advice.

- In the **primary** phase, inspectors consider how well the provider prepares trainees to teach the national curriculum subjects, as well as the areas for learning and development in the Reception Year. For this phase, the ITE curriculum should be underpinned by the ITTECF and meet the statutory requirements of the ITT criteria and supporting advice, including for ITAP and mentoring.

- In the **secondary** phase, inspectors consider how well the provider prepares trainees to teach their specialist subject(s). For this phase, the ITE curriculum should be underpinned by the ITTECF and meet the statutory requirements of the ITT criteria and supporting advice, including for ITAP and mentoring.

- In the **FE and skills** phase, inspectors consider how well the provider prepares trainees to teach their specialist subject(s) in a relevant FE and skills setting. For this phase, the ITE curriculum should reflect the requirements of the occupational standard.

Gathering evidence about curriculum, teaching and training

Strategic leadership of curriculum, teaching and training

In gathering evidence about strategic leadership of curriculum, teaching and training, inspectors consider the extent to which:

- leaders ensure that the ITE curriculum is expertly designed to prepare trainees to teach their subject(s) and phase

- leaders ensure that trainees receive training from teacher educators and mentors with suitable expertise in their subject(s) and phase

Design of the ITE curriculum

In gathering evidence about the design of the ITE curriculum, inspectors consider the extent to which the ITE curriculum:

- is ambitious in its choice of content and reflects statutory and non-statutory guidance

- is designed around subject(s) and phase

- is informed, wherever possible, by high-quality, relevant research

- is coherently planned and sequenced so that trainees build knowledge and teaching skills cumulatively

- in all phases, prepares trainees to provide effective support for pupils and learners[1] to develop their proficiency in English (including reading and systematic synthetic phonics) and mathematics

- enables trainees to understand the curriculum that pupils and learners study in the key stage before and after, where relevant

- prepares trainees to teach pupils and learners with a broad range of needs and backgrounds, including those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers

Purposeful integration of the curriculum, teaching and training

In gathering evidence about purposeful integration of the curriculum, teaching and training, inspectors consider the extent to which:

- trainees' teaching practice is integrated with the taught elements of the ITE curriculum

- in the primary and secondary phases, the components of the ITAPs are integrated, including (where relevant) those delivered by mentors

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[1] When we refer to pupils and learners, we are including children, pupils, students and learners.

- general teaching pedagogies and subject-specific aspects of the ITE curriculum are well integrated

High-quality teaching and training of the ITE curriculum, including mentoring

In gathering evidence about high-quality teaching and training of the ITE curriculum, including mentoring, inspectors consider the extent to which:

- teacher educators and mentors model evidence-based and relevant approaches to teaching

- teacher educators and mentors have suitable knowledge of the subjects and phases that their trainees are preparing to teach

- trainees benefit from subject- and phase-specific mentoring

- trainees receive high-quality support through teaching, training and mentoring so that they can understand, apply, reflect on and develop their teaching practice

- teacher educators and mentors reduce barriers to learning and adapt their teaching and training for the trainees they teach

- trainees' needs are properly considered and are met through the design and delivery of the curriculum, including the consideration of any reasonable adjustments that are needed for trainees who are disabled

How teacher educators and mentors use assessment and feedback

In gathering evidence about how teacher educators and mentors use assessment and feedback, inspectors consider the extent to which:

- assessment of trainees informs the ITE curriculum, including where there are gaps in trainees' knowledge

- teacher educators and mentors provide helpful feedback and set meaningful targets to help trainees improve

Inclusion in the ITE curriculum and teaching

In gathering evidence about inclusive practice, inspectors consider the extent to which:

- trainees understand how to apply evidence-informed inclusive practices in their own teaching, including behaviour management

- trainees understand the role of other professionals who support inclusion

- trainees learn how to adapt their teaching to meet the needs of pupils and learners who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers

Grading curriculum, teaching and training

Needs attention	Expected standard	Strong standard
Curriculum, teaching and training are likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Leaders have appropriate ambitions for the ITE curriculum, teaching and training, but there are weaknesses or inconsistencies in implementation. ■ Leaders' actions to improve curriculum, teaching and training, while appropriate, are only at an early stage and it is too early to determine the impact of this work. ■ Leaders have taken steps to review their ITE curriculum, but some aspects lack depth or breadth. ■ Leaders use research to inform the ITE curriculum, but trainees are not taught how to critically engage with research. ■ Leaders plan appropriate content and sequencing for the taught elements of the ITE curriculum. However, the teaching practice that trainees complete is not aligned to this.	**Curriculum, teaching and training meet the 'expected standard' when all the following apply:** Leaders ensure that the ITE curriculum is ambitious, well structured and designed to prepare trainees to teach their subject(s) and phase. Leaders ensure that the ITE curriculum meets all statutory and non-statutory guidance and trainee entitlements, as relevant to the phase. In primary and secondary phases, ITAP elements play a key role in enhancing trainees' knowledge and application of specific, foundational and pivotal aspects of teaching. Leaders ensure that ITAP elements are embedded in the ITE curriculum, including through mentoring. Trainees have sufficient purposeful opportunities to learn about and practise teaching their subject(s) and phase. Leaders ensure that the ITE curriculum breaks down key knowledge and teaching skills into logical, meaningful steps. Leaders typically make sure that teacher educators and mentors provide trainees with sufficient opportunities to apply and revisit this knowledge.	**Curriculum, teaching and training meet the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders ensure that the ITE curriculum is expertly designed. It is taught to a consistently high standard across the ITE provision. Leaders ensure that there is seamless integration between the taught ITE curriculum and teaching practice. The ITE curriculum is built on extensive, relevant research (where available). Trainees explore and apply high-quality research in their learning and teaching practice. They evaluate this research to make autonomous, well-informed decisions about teaching their subject(s) and phase. Leaders integrate into the ITE curriculum high-quality, relevant research about the barriers pupils and learners may face, including those who are disadvantaged. Teacher educators and mentors help trainees develop a deep and thorough understanding of adaptive teaching in their subject(s) and phase, which trainees have meaningful opportunities to practise.

Needs attention	Expected standard	Strong standard
■ Leaders have high expectations for mentoring, but there are inconsistencies in mentoring practice that have not been identified and/or are not being addressed. ■ The ITE curriculum provides opportunities for trainees to learn how to support the needs of pupils and learners who may face barriers to their learning and/or well-being, but this does not translate into sufficient knowledge and teaching skills for the trainees.	The ITE curriculum is purposefully sequenced and integrated across all its taught elements, including teaching practice. The ITE curriculum teaches trainees to meet the needs of all pupils and learners, including those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers. Trainees learn about the roles of key professionals within their phase, how to identify barriers to learning, and how to adapt their teaching to meet pupils' and learners' needs. The ITE curriculum encompasses trainees' roles in keeping pupils and learners safe. Trainees are taught to be curious, how to spot signs of harm, and how to promote the safety and welfare of the pupils and learners they teach. Trainees learn about their statutory safeguarding duties as set out in 'Keeping children safe in education', 'Working together to safeguard children' and the 'Prevent' duty. The ITE curriculum is informed by relevant, high-quality research. Trainees are well equipped to apply this learning to the teaching of their subject(s) (where research is available) and phase. Teacher educators are knowledgeable and skilful in the subjects and phases they train. Teacher educators and mentors are well	Teacher educators make consistently well-informed pedagogical choices that support trainees to improve their teaching. Through expert use of assessment, teacher educators and mentors provide consistently high-quality, tailored support and feedback to trainees. This enables trainees to quickly advance their knowledge and teaching skills. Mentoring is highly responsive to trainees' individual needs, providing high-quality and consistent support over time. Mentors instil a culture of continuous self-reflection, enabling trainees to accurately and independently recognise their strengths and priorities for improvement.

Needs attention	Expected standard	Strong standard
	informed about the ITE curriculum and model effective, relevant, evidence-based teaching methods to help trainees to learn and retain knowledge over time in the subjects they train trainees to teach.	
	Teacher educators and mentors understand the needs of individual trainees and make the required adaptations to their training, making reasonable adjustments, where necessary, to support trainees in learning the ITE curriculum.	
	Teacher educators and mentors use assessment accurately to identify and support trainees to address any gaps in their knowledge. They use this information to refine the ITE curriculum where necessary.	
	Teacher educators and mentors give helpful developmental feedback to trainees.	
	Trainees benefit from high-quality mentoring that meets all entitlements and statutory requirements. Mentors understand the ITE curriculum and their role in implementing it.	

Urgent improvement

Curriculum, teaching and training are likely to be graded 'urgent improvement' when any of the following apply:

- The ITE curriculum has limited ambition or does not have enough structure or coherence. In primary and secondary programmes, the ITAP elements of the ITE curriculum are selected without care or precision.

- The ITE curriculum does not prepare trainees to teach their intended subject(s) and phase.

- The ITE curriculum does not meet trainees' statutory entitlement. In the primary and secondary phases, this includes the content of the ITTECF.

- The ITE curriculum does not prepare trainees to carry out their safeguarding responsibilities.

- Lack of critical engagement with high-quality, relevant research means trainees' use of discredited research is not tackled effectively.

- Leaders do not plan for the integration of the ITE curriculum with teaching practice. Trainees do not have sufficient opportunities to apply in their teaching practice what they learn in the taught parts of the ITE curriculum.

- Ineffective teaching, training and/or mentoring limits trainees' learning and development.

- The ITE curriculum does not include relevant content about the barriers that pupils and learners may face and how these may be addressed, including for those who are disadvantaged, those with SEND and those who are known (or previously known) to children's social care.

Exceptional

Inspectors may consider leaders' work in curriculum, teaching and training to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- The quality of the ITE curriculum, teaching and training is exemplary, sustained over time and has a transformational impact on trainees' knowledge and teaching skills, including for those with identified SEND and those who may face other barriers to their learning and/or well-being.

- There is meticulous integration between the taught elements of the ITE curriculum and teaching practice.

- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

Exceptional
■ support improvement across all aspects of their own ITE provision ■ share their learning and best practice externally to support system-wide improvement, for example with other ITE providers, professionals, their community and stakeholders, including local and/or national networks

Achievement

This evaluation area considers the impact of the ITE programme(s) on trainees' learning and progress and outcomes, and how well prepared they are to teach their subject(s) and phase. This includes trainees with identified SEND and those who may face other barriers to learning and/or well-being.

The grading standards focus on the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to achievement.

These factors are:

- prioritising the development of trainees' knowledge and teaching skills relevant to their subject(s) and phase

- enabling trainees to reflect on and improve their teaching by knowing how well they are progressing through the ITE curriculum

- ensuring that trainees achieve their appropriate qualifications and complete their ITE programme, including trainees with identified SEND and those who may face other barriers to learning and/or well-being

- supporting trainees to be ready for the next stage of employment or training

Gathering evidence about achievement

Preparedness to teach their subject(s) and phase

In gathering evidence about preparedness to teach their subject(s) and phase, inspectors consider the extent to which leaders, staff and mentors support the preparation of trainees to teach their subject(s) and phase in their future teaching careers. They ensure that they have the knowledge and expertise for the realities of teaching.

Inclusive achievement

In gathering evidence about trainees' achievement, outcomes and experiences, inspectors consider the extent to which:

- leaders enable all trainees to develop and apply knowledge and teaching skills for their subject(s) and phase

- staff and mentors support trainees to know and understand the ITE curriculum and be able to articulate and act on their strengths and priorities for improvement

- leaders, staff and mentors provide appropriate support to trainees to complete their programmes successfully

Grading achievement

Needs attention	Expected standard	Strong standard
Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Trainees learn and develop general pedagogical knowledge and teaching skills, but leaders and staff do not focus this learning well enough on trainees' subject(s) and/or phase. As a result, trainees are not sufficiently confident and/or competent to teach their subject(s) and phase. ■ Some trainees do not achieve the qualifications/professional status needed to complete their programme, and leaders do not accurately identify the reasons for this.	**Achievement meets the 'expected standard' when all the following apply:** Trainees learn, develop and apply the knowledge and skills they need to teach and manage behaviour effectively in their subject(s) and phase. Trainees are well prepared for the realities of teaching their subject(s) and phase and are largely ready for their next stage of employment. They understand their statutory safeguarding duties as set out in 'Keeping children safe in education', 'Working together to safeguard children' and the 'Prevent' duty, as they apply to their phase. Trainees generally reflect on their teaching, know their professional strengths, and act on priorities for improvement. Typically, over time, trainees complete their ITE programme and achieve their qualification/professional status.	**Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply:** Trainees develop highly relevant knowledge and teaching skills, which are conscientiously applied in their subject(s) and phase teaching. They gain a deep and thorough understanding of behaviour management and adaptive teaching in their subject(s) and phase. Trainees have an astute, well-informed understanding of the realities of teaching in their subject(s) and phase, so they are fully prepared for, and committed to, a sustained career in teaching. Trainees frequently and consistently reflect on their teaching and have a keen desire to continually improve their practice. They seek feedback from others to inform their accurate reflections and take rapid and highly effective steps to build on their strengths and tackle their priorities for improvement to become the very best teacher they can be.

Urgent improvement

Achievement is likely to be graded 'urgent improvement' when any of the following apply:

- Relevant to the provider's context, a significant proportion of trainees do not achieve their qualifications/professional status over time, including trainees with identified SEND and/or those who may face other barriers to their learning and/or well-being.

- Trainees do not learn and/or develop the knowledge and skills they need to teach in their phase and/or subject(s).

Exceptional

Inspectors may consider leaders' work in achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Trainees' knowledge, understanding and application of the ITE curriculum are overwhelmingly strong across all subjects and phases.

- Leaders' actions have had a fundamental impact, over time, on the achievement of all trainees, including those with identified SEND and those who may face other barriers to their learning and/or well-being. This means trainees are remarkably well prepared to embark on their teaching careers.

- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own ITE provision

- share their learning and best practice externally to support system-wide improvement, for example with other ITE providers, professionals, their community and stakeholders, including local and/or national networks

Professional behaviours, personal development and well-being

This evaluation area considers the impact leaders' actions have on the professional behaviours, personal development and well-being of all trainees, including trainees with identified SEND and those who may face other barriers to their learning and/or well-being.

The grading standards focus on the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to professional behaviours, personal development and well-being, thereby giving trainees the greatest possible opportunity to be successful as early career/new teachers at the end of the programme.

These factors are:

- prioritising trainees' professional behaviours, conduct and commitment to learning so that all trainees are supported to make progress

- having clear and well-understood expectations for the commitment and professional behaviour of trainees, which are applied consistently and fairly, with any necessary support put in place swiftly

- having high expectations of trainees' attendance throughout the programme and on teaching practice/in the workplace

- creating an environment in which trainees feel safe because bullying, unlawful discrimination, harassment and victimisation are not accepted and, when they do occur, are dealt with quickly, consistently and sensitively

Gathering evidence about professional behaviours, personal development and well-being

Strategic leadership of professional behaviours, personal development and well-being

In gathering evidence about strategic leadership of professional behaviours, personal development and well-being, inspectors consider the extent to which:

- leaders have high expectations of trainees' professional behaviours and have effective policies that clearly communicate these expectations to all staff, partner organisations and trainees

- leaders promote trainees' well-being and ensure that policies and procedures are implemented fairly, consistently and effectively by staff

- leaders provide support, advice and guidance to trainees throughout their ITE programme

- leaders have an informed and accurate understanding of the effectiveness of their work to develop trainees' professional behaviours, and of the impact of their support for trainees' personal development and well-being

The development of trainees' professional behaviours

In gathering evidence about the development of trainees' professional behaviours, inspectors consider the extent to which:

- leaders ensure that trainees understand the importance of professional behaviours in teaching

- trainees regularly attend the different elements of their programme, understanding that this will be an important aspect once in the teaching profession

- leaders provide support where necessary, to enable all trainees to attend their training and teaching practice

- by the end of the programme, trainees demonstrate the professional behaviours required to teach in their subject(s) and phase and successfully join the teaching profession

How leaders foster a culture that is free from bullying, unlawful discrimination, harassment and victimisation

In gathering evidence about how leaders foster a culture that is free from bullying, unlawful discrimination, harassment and victimisation, inspectors consider the extent to which:

- leaders and staff establish a positive environment in which bullying, unlawful discrimination, harassment and victimisation are not tolerated

- if incidents of bullying, unlawful discrimination, harassment or victimisation occur, trainees know who to go to and how to report these concerns, and feel confident doing so

- leaders and staff deal effectively with these issues to ensure that trainees are supported and complete their programme

Inclusive approaches to professional behaviours, personal development and well-being

In gathering evidence about inclusive approaches to professional behaviours, personal development and well-being, inspectors consider the extent to which:

- leaders ensure that staff have the necessary expertise and confidence to support trainees effectively, including those with identified SEND and those who may face other barriers to their learning and/or well-being

- leaders promote trainees' knowledge and understanding of how to manage their own workload

- trainees respect the different protected characteristics as defined by the Equality Act 2010 and do not tolerate any forms of bullying, unlawful discrimination, harassment, or victimisation

Grading professional behaviours, personal development and well-being

Needs attention	Expected standard	Strong standard
Professional behaviours, personal development and well-being are likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Although leaders understand the importance of trainees' personal development and well-being, too many trainees do not get the pastoral support they need. ■ Leaders inform trainees about the realities of teaching, but do not give them a sufficient understanding of how to manage their workload and well-being. ■ Although leaders monitor trainees' attendance, trainees with low attendance do not receive the support they need to make improvements. ■ Staff are alert to incidents of bullying, unlawful discrimination, harassment and victimisation, but these are not always dealt with consistently or in a timely manner. Sometimes, trainees do not	**Professional behaviours, personal development and well-being meet the 'expected standard' when all the following apply:** Leaders and staff have high expectations for trainees' professional behaviours and attendance. Trainees are committed to their learning and participate well. Leaders, staff and partner organisations typically provide the pastoral support, advice and guidance that trainees need to complete their ITE programme. They promote trainees' mental health and well-being. Trainees know how to seek wider support, where needed. Leaders ensure that incidents of bullying, unlawful discrimination, harassment and victimisation towards trainees are not tolerated. Where these occur, they are typically dealt with quickly and sensitively. Staff, partner organisations and trainees know how to report concerns. Trainees know, understand and demonstrate the professional behaviours associated with teaching, including when on teaching practice and in the workplace. Typically, they are well prepared to enter the profession by the end of the programme.	**Professional behaviours, personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders systematically evaluate their pastoral support available to trainees to inform, adapt and enhance it. The response of leaders, staff and partner organisations to trainees' changing circumstances is swift and highly effective, including for those with identified SEND and those who may face other barriers to their learning and/or well-being. Leaders establish a consistently positive and caring environment for all trainees. Bullying, unlawful discrimination, harassment and victimisation are never tolerated. Trainees know how to safeguard themselves as a teacher and build highly effective resilience for teaching in their subject(s) and phase. Trainees consistently display high levels of professional behaviour and standards in all elements of the ITE programme. They reflect wisely and behave with integrity.

Needs attention	Expected standard	Strong standard
get appropriate and proportionate support within a reasonable timeframe.	Trainees learn how to manage a demanding workload and understand how to put this into practice. Trainees, on the whole, know how to ask for help and are well supported when needed.	Trainees, where relevant, proactively access the support they need to successfully complete their programme.

Urgent improvement

Professional behaviours, personal development and well-being are likely to be graded 'urgent improvement' when any of the following apply:

- Leaders do not prioritise trainees' professional and personal development.

- Trainees show a lack of respect and/or suitable professional behaviours, and leaders' actions in response to this are limited and/or ineffective.

- Trainees do not understand how to demonstrate appropriate professional behaviours.

- Instances of bullying, unlawful discrimination, harassment and/or victimisation are not dealt with. Trainees have little confidence in the provider's ability to tackle these concerns.

Exceptional

Inspectors may consider leaders' work in professional behaviours, personal development and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Trainees have a commendable understanding of the professional behaviours associated with the teaching profession. They demonstrate these in all aspects of their ITE programme.

- Leaders' actions to promote trainees' well-being and to provide high-quality pastoral support have a transformational impact on trainees' engagement and progress.

- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their ITE provision

- share their learning and best practice externally to support system-wide improvement, for example with other ITE providers, professionals, their community and stakeholders, including local and/or national networks

Leadership

This evaluation area considers:

- how leaders enact their vision, values and priorities to deliver high-quality ITE provision for trainees

- how those responsible for overseeing the ITE provision carry out their roles and hold leaders to account

- how leaders make sure staff, mentors and any partners are suitably equipped to carry out their roles confidently and competently

The grading standards focus on the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to leadership, thereby giving trainees the greatest possible opportunity to succeed.

These factors are:

- having a clear and well-understood vision, values and priorities

- ensuring that those responsible for overseeing the ITE provision understand and carry out their roles

- having an understanding of the provider's strengths and priorities for improvement, to enhance trainees' experiences

- prioritising the professional learning needs of staff and mentors

- engaging and collaborating with partner organisations and stakeholders

- creating an environment in which staff do not face undue burdens and are free from bullying, unlawful discrimination, harassment and victimisation, and in which, when incidents do occur, they are dealt with quickly, consistently and sensitively

- understanding the statutory and non-statutory requirements for the ITE programme(s), including the safer recruitment of trainees

Gathering evidence about leadership

Strategic leadership, oversight and quality improvement of the ITE provision

In gathering evidence about strategic leadership, oversight and quality improvement of the ITE provision, inspectors consider the extent to which:

■ leaders' vision, values and priorities result in high-quality education for all trainees

■ leaders take a highly strategic approach to improvement, carefully identifying key priorities to ensure the best possible outcomes and experiences for trainees, drawing on the best available evidence and their own analysis, and carefully tailoring their approach to the context of the provider, including aspects such as the ITE curriculum, mentoring, trainees' teaching, ITAP (for primary and secondary phases), and training in partner organisations

■ leaders develop provision that responds to local and national needs, including teacher quality, supply and retention issues

■ in primary and secondary programmes, lead mentors/mentor leadership teams maintain oversight and quality assurance of mentors

■ in early years and FE and skills programmes, leaders have oversight of mentoring and the impact of this work

■ those responsible for overseeing the ITE provision understand their roles and responsibilities, including making sure the provider meets its statutory duties; they support and challenge provider leaders and carry out their roles effectively

The professional learning and expertise of staff and mentors

In gathering evidence about the professional learning and expertise of staff and mentors, inspectors consider the extent to which:

■ leaders establish a culture of continuous improvement

■ the provider's professional learning and expertise programme enables staff and mentors to effectively implement the ITE programmes

■ leaders support staff to continually improve their expertise and practice

■ leaders make sure that lead mentors/mentors have high-quality training and support, including a mentoring curriculum/programme aligned to trainees' subject(s) and phase needs

■ mentors are well versed in the ITE curriculum; in high-quality, relevant research and guidance; and in statutory and non-statutory duties

The effectiveness of partnership working

In gathering evidence about the effectiveness of partnership working, inspectors consider the extent to which leaders:

■ have clear oversight of their training partners/partner colleges, and of placement settings/schools/colleges/employers

- collaborate with, and seek regular feedback from, stakeholders to ensure that the ITE provision is high quality

- work with their partners to provide trainees with experience of a range of varied, relevant contexts

Staff workload, well-being and support

In gathering evidence about staff workload, well-being and support, inspectors consider the extent to which:

- those responsible for overseeing the ITE provision take into account the workload and well-being of leaders and, in turn, leaders take into account the workload and well-being of their staff

- leaders protect staff from bullying, unlawful discrimination, harassment and victimisation

- leaders make sure that staff feel valued and are supported to do their jobs to a high standard

- leaders make sure that staff's time is used as effectively as possible to secure the best outcomes for trainees

Grading leadership

Needs attention	Expected standard	Strong standard
Leadership is likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ While leaders have aspirations to provide high-quality ITE programmes, this is not implemented well enough, and there are inconsistencies in how well prepared trainees across the partnership are to teach their subject(s) and phase. ■ Leaders' actions to address priorities for improvement are in the early stages of development or implementation. It is too soon to see demonstrable impact. ■ Leaders offer programmes that are relevant to the phase that trainees are preparing to teach in, but they do not ensure that trainees learn about, or experience, a sufficiently wide range of contexts. ■ While statutory duties are met, those responsible for overseeing the ITE provision do not hold leaders to account with sufficient rigour, so the quality of	**Leadership meets the 'expected standard' when all the following apply:** Leaders make sure that their vision, values, and priorities are shared and commonly understood across the ITE provision. They typically have clearly defined expectations for what can be achieved. Leaders work collaboratively with relevant partner organisations and stakeholders to inform the ITE provision. They typically consider the national context, alongside their local context, when designing ITE programmes. Leaders routinely evaluate the quality of the ITE programmes, including how well these prepare trainees to teach their subject(s) and phase. They generally make well-considered and effective decisions to improve or maintain quality. Leaders carefully consider the views of trainees, partner organisations and provider staff when evaluating the effectiveness of ITE programmes. These views largely inform meaningful improvement priorities. Those responsible for overseeing the ITE provision hold leaders to account, ensuring that statutory duties are met. They challenge leaders and support them to implement the	**Leadership meets the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders consistently use their insights and quality assurance processes to adapt and refine their programmes, including how well these prepare trainees to teach their subject(s) and phase. They proactively tackle key issues with precision and commitment to bring about rapid and sustainable improvements. Leaders build and maintain highly impactful and cohesive partnerships with stakeholders. They consistently prioritise trainees' best interests. Those responsible for overseeing the ITE provision consistently hold leaders to account. They provide highly effective challenge, offer valuable advice, and provide strategic guidance with precision and care. They meticulously check that the provider meets its statutory duties. Leaders design and implement a highly effective professional learning and expertise programme and have established a culture of continuous reflection and improvement. They systematically evaluate the impact of the professional learning and expertise programme

Needs attention	Expected standard	Strong standard
the ITE programmes is inconsistent overall or for certain groups of trainees. ■ Leaders have created a professional learning and expertise programme for staff and mentors, but it lacks precision and consistent implementation for staff working across different subjects and/or phases.	strategic vision, giving due regard to leaders' well-being and workload. Leaders make sure that all those who teach, mentor and support trainees undertake timely and purposeful professional learning to develop their expertise and carry out their roles effectively. The provider's selection processes are rigorous. They ensure that trainees have the necessary knowledge, skills and/or experience to be successful in their subject(s) and/or phase. Leaders collaborate with partner organisations to develop selection strategies and processes. Leaders use partnerships and stakeholder relationships well to provide trainees with valuable opportunities to broaden and apply their teaching knowledge and skills in various, relevant contexts. Leaders and those responsible for oversight of the ITE provision take action to ensure staff feel valued and their workload is manageable. They avoid creating unnecessary burdens. Leaders have systems in place to protect staff from bullying, unlawful discrimination, harassment and victimisation. Where these do occur, they are dealt with consistently and sensitively.	so that staff and mentors are trained to understand and perform their roles to a consistently high standard. Leaders collaborate with a broad and diverse range of partner organisations and stakeholders to consistently inform the ITE curriculum so that it fully reflects the realities of teaching the relevant subject(s) and phases and the evolving educational landscape.

Urgent improvement

Leadership is likely to be graded 'urgent improvement' when any of the following apply:

- Leaders' aims, priorities, vision and values are ill informed or ineffective.

- Leaders do not identify and/or prioritise key issues. They do not take effective and timely action to address priorities for improvement.

- Those responsible for overseeing the ITE provision lack sufficient knowledge of their role. They do not ensure that leaders carry out their statutory duties effectively.

- Too many staff and/or mentors do not undertake effective professional learning to develop their expertise, and consequently are not well enough informed about their roles

- Where an employer (the responsible body) has statutory duties for leaders' well-being, it does not fulfil these duties.

- The ITE provision does not meet the statutory compliance requirements, including safeguarding.

- Leaders' engagement with stakeholders, including trainees, is limited or non-existent.

- Leaders impose unsustainable workloads on staff, which undermine staff morale and performance.

- Bullying, unlawful discrimination, harassment and/or victimisation go unnoticed or unchallenged.

Exceptional

Inspectors may consider leadership to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Leaders' pursuit of excellence, and their actions that follow from this, ensure that the ITE programme is of exceptional quality.

- Stakeholders, including trainees, are consistently and overwhelmingly positive about the quality of the provision. Leaders' relationships with key partner organisations and stakeholders are so successful that they have a transformational impact on trainees' learning and development.

- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own ITE provision

Exceptional
■ share their learning and best practice externally to support system-wide improvement, for example with other ITE providers, professionals, their community and stakeholders, including local and/or national networks

Compliance, including safeguarding

Gathering evidence about compliance

In gathering evidence about compliance, including safeguarding, inspectors consider the extent to which leaders:

- have due regard to any statutory and non-statutory guidance from the Department for Education (DfE), including initial teacher training (ITT) criteria and supporting advice for primary and secondary phases – this includes the mentor training curriculum and the intensive training and practice (ITAP) teaching and practice requirements

- have due regard for the 'Prevent' duty, the Equality Act 2010 and, where relevant, the public sector equality duty (PSED)

- establish a culture of openness and transparency in which staff and trainees feel comfortable reporting safeguarding concerns, and are confident that appropriate action will be taken when necessary

- understand and follow safer recruitment practices, including having knowledge and understanding of the required checks that need to be in place for all trainees

Grading compliance, including safeguarding

Not met	Met
The safeguarding standards have been developed from the requirements of 'Keeping children safe in education'. Compliance, including safeguarding is likely to be graded as met when the following apply:	**The safeguarding standards have been developed from the requirements of 'Keeping children safe in education'. Compliance, including safeguarding is likely to be graded as met when the following apply:**
The provider does not make sure that its initial teacher education (ITE) programmes meet the relevant DfE compliance requirements. In the primary and secondary phases, the provider does not meet the Initial teacher training (ITT): criteria and supporting advice.	The provider ensures that its ITE programmes meet the DfE's mandatory compliance criteria for primary and secondary phases.
In the early years phase, the provider does not have regard to the DfE's 'Early years initial teacher training (EYITT) criteria and supporting advice'.	In the early years phase, the provider has regard to the DfE's EYITT criteria and supporting advice document.
In the primary or secondary phase, the ITE curriculum does not cover the full entitlement of trainees as outlined in the 'Initial teacher training and early career framework' (ITTECF).	In the primary and secondary phase, the ITE curriculum covers the full entitlement described in the ITTECF.
In the FE and skills phase, the ITE curriculum is not aligned to the occupational standard.	In the FE and skills phase, the ITE curriculum is fully aligned to the occupational standard.
In the FE and skills phase, the provider does not consider the DfE's 'Expectations for the delivery of initial teacher education for FE'.	In the FE and skills phase, the provider considers the DfE's 'Expectations for the delivery of initial teacher education for FE'.
Apprenticeship provision does not meet the principles and requirements of an apprenticeship.	The provider makes sure that apprenticeship provision meets the principles and requirements of apprenticeships.
Leaders do not establish a culture in which trainees feel and are safe.	Leaders establish a culture in which trainees feel and are safe.
The provider does not comply with all relevant legislation and requirements relating to the 'Prevent' duty, the Equality Act 2010 and (where relevant) the PSED.	The provider complies with all relevant legislation and requirements relating to the 'Prevent' duty, the Equality Act 2010 and (where relevant) the PSED.
	Leaders consistently follow safer recruitment processes when recruiting trainees, in line with 'Keeping children safe in education'.

Not met	Met
Leaders do not follow safer recruitment processes, in line with 'Keeping children safe in education', when recruiting trainees.	