

Exemplar targets: Professional Behaviours (1 of 2)

Introductory	Development	Consolidation
<p>Review the NC (or agreed syllabus) for your subject and use this to set targets for your own subject knowledge development.</p>	<p>Practise setting your own targets and discussing these with your mentor in your weekly mentor meeting rather than having your mentor take the lead in target setting. Make use of the resources on the Mentor Space to ensure targets enable progress:</p>	<p>Make use of the ECT framework (OTS) or the OTLS process (FET) to identify areas to develop post-ITT. Identify opportunities needed to help you address these areas.</p>
<p>Speak to the DSL in your setting. Find out what the safeguarding procedures are and what your role and responsibility entails as a trainee teacher. Make use of Keeping Children Safe to inform your discussion with them: Link Here</p>	<p>Seek an opportunity to attend a safeguarding or pastoral meeting with the appropriate expert colleague. Use this to develop your understanding of safeguarding.</p>	<p>Alongside the appropriate expert colleague, seek an opportunity to attend a meeting with some of the external partners who support the safeguarding processes in your setting. For example, Social Services or the Local NHS Trust.</p>
<p>Identify an area you would like to develop and then arrange a lesson/teaching activity which your mentor can observe and then provide feedback on.</p>	<p>Make use of your blue book feedback to identify the skill(s) you need more practise of. Speak to your mentor to arrange opportunities for you to practise and receive feedback on these areas.</p>	<p>Observe your mentor teaching a lesson on an area you need to develop. Give them feedback and identify the skills/strategies you will implement to develop your own practice.</p>
<p>Speak to an ECT (or someone working towards QTLS) in your setting about how they manage their workload post ITT.</p>	<p>Practise making use of a planner or diary to manage your workload on a weekly and termly basis. Make use of your weekly development meeting to discuss workload with your mentor.</p>	<p>Seek opportunities for you to develop as novice teacher in your subject area. For example, via subject associations or a subject network hub.</p>

Exemplar targets: Professional Behaviours (2 of 2)

Introductory	Development	Consolidation
<p>Speak to your mentor about how they organise their workload and how they maintain a healthy and productive work-life balance.</p>	<p>Identify the skills/strategies which established teachers and expert colleagues utilise to ensure marking and providing feedback is not an onerous activity. For example, making use of code marking.</p>	<p>Engage with the available research from the CCF evidence base and consider how you can retain a motivation to teach post-ITT: Link Here</p>
<p>Read the SEND code of Practice and discuss the key implications with your mentor in your weekly mentor meeting: Link Here</p>	<p>Plan a series of lessons which explicitly addresses the needs of pupils with SEND needs. Receive feedback from your mentor about how well you do this and how you can develop.</p>	<p>Seek an opportunity to contribute to the careers development/programme in your setting.</p>
<p>Observe how your department or faculty work together as a part of a team and support each other. For example, by attending a department meeting.</p>	<p>Seek an opportunity to contribute to one of the meetings you attend on a regular basis. For example, a departmental or team meeting within your setting.</p>	<p>Identify an area you can lead on within your current department, using your mentor for guidance and support. For example, leading on the planning for a unit or topic.</p>
<p>Develop your understanding of what effective professional develop looks like making use of the resource from the Teacher Development Trust: Link Here. You may also find the EEF useful: Link Here</p>	<p>Arrange an opportunity to speak to the SENCO in your setting. Use the opportunity to develop your understanding of how to support pupils with additional needs or those who need more intervention.</p>	<p>Make use of the available research and then seek an opportunity to make more use of Teaching Assistants in your lessons. For example, the research from the CCF evidence base: Link Here</p>