



# **Professional Standards For Teachers in Sixth Form Colleges**

**A Manual for Colleges**

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## 1. The Agreed Standards

These Standards were agreed by the then Minister for Lifelong Learning (Malcolm Wicks) on the 12<sup>th</sup> December 2000. They set the criteria for the Professional Standards Payments Scheme available to eligible teachers in Sixth Form Colleges.

### Standard 1: Effective Teaching and the Ability to Create a Learning Environment

Teachers should demonstrate that they have the requisite skills to:

- Plan and organise learning experiences, either directly (through teaching) or indirectly (through the management of learning) which takes account of the range of ability and prior achievement of students within a class set and the individual learning needs of students.
- Use, or oversee, a range of appropriate teaching strategies which incorporate processes to ensure that effective learning has taken place.
- Make effective use of resources and learning technology appropriate to the subject matter/skill being taught.
- Create a purposeful, positive and supportive teaching environment, sensitive to equal opportunities and health and safety issues.

### Standard 2: Professional Characteristics

Teachers should demonstrate that they are committed professionals who support and take an active part appropriate to their role(s), in all the processes, teaching and non-teaching, which characterise an effective College (as indicated by inspection evidence and self-assessment). This will include:

- demonstrating an up-to-date professional knowledge and teaching of their subject;
- participating in professional development, including subject updating and wider relevant curriculum developments;
- demonstrating their commitment to pastoral care/student support/enrichment;
- participating in systems for the recruitment and induction of students;

- participating in systems for strategic planning;
- participating in management systems for quality assurance/review and improvement;
- participating in self-assessment systems;
- participating in the arrangements for mentoring, coaching and spreading good practice to more junior teaching staff e.g. through the induction of NQTs.

The application of the above criteria to each teacher will need to take account of the particular role of each individual teacher.

**Standard 3:**  
**Effective Learning (Achievement & Retention)**

Teachers should demonstrate that, as a result of their teaching, their students achieve well relative to students' prior achievement (and special needs where appropriate) for example, making progress that matches or exceeds similar students nationally. Standards should be maintained and, if reasonably possible, improved. This will be shown in an analysis of marks, grades, and value-added measures, in relevant programmes of study. The benchmarks for comparison will be national where available or local where no national benchmarks are available and be appropriate to the nature of the course(s) studied.

Teachers should also demonstrate their effectiveness by achieving levels of student retention appropriate to the circumstances of the students/course/college, having regard to those factors within or without the teacher's control to demonstrate that they have motivated students to complete and achieve appropriate qualifications or learning outcomes.

## 2. **Introduction**

The quality of teaching and learning in Sixth Form Colleges has been acknowledged for many years, and was recognised and documented well before Incorporation in 1993. Since Incorporation, however, inspection reports and annual statements by the Chief Inspector have shown, each year, that Sixth Form Colleges outperform other post-16 providers particularly in the areas of student achievement and retention.

Similarly, national examination statistics and league tables consistently rank Sixth Form Colleges amongst the very best educational institutions in the country. More recently, Sixth Form Colleges have been shown to outperform all other providers in the key indicator of value-added achievement.

It is against this background that these professional standards have been established, and they will reinforce and recognise the undoubted quality of teaching and learning within Sixth Form Colleges. However, the real purpose of the scheme is to maintain and raise standards in a cycle and culture of continuous improvement and to reward staff accordingly.

This is not a new area for colleges. For a number of years now, Sixth Form Colleges have been developing systems for self-assessment and quality assurance. Practices are well established, particularly in the areas of appraisal, classroom observation and department review. Colleges are well used to a thorough review of examination results and have sophisticated systems for assessing value-added and retention patterns. The professional standards process has been designed to build upon and not to replace these systems. Any changes to existing individual college practice should be evolutionary and only contemplated in the interests of rigour and consistency.

This scheme is designed to be straightforward and to avoid bureaucracy. It aims at clarity and transparency for the applicant with an application form and process that should not be time consuming to complete. Equally it aims to give Principals clear objective criteria on which to make judgements about the quality of Sixth Form College teachers.

### 2.1 **Who can apply?**

All teachers who on September 1st each year arrive, for the first time, at point 6 (or above), on the NJC teachers' pay spine can apply in that academic year. Successful applicants will receive payment from the following 1st September (i.e. when they have completed a year at point 6 or above).

Teachers not passing the standards, in any one year, can only re-apply after a period of twelve months has elapsed.

- Exceptions:
  - Senior postholders fall outside this scheme. Their pay is determined by the Remuneration Committee of the Governing Body.

- Staff paid on the NJC teaching scales, who do no teaching, are not covered by this scheme.
- Sessional teachers i.e. those on hourly paid contracts can apply provided their pay is derived from NJC pay scales at point 6.

## 2.2 **Application Process**

- By completion of a standard application form by 31<sup>st</sup> March.
- Examined and endorsed by the relevant senior manager.

### Consideration of Applications

- All applications will be considered by the Principal who will sign the application form to indicate whether or not the standards have been passed.
- All decisions are subject to an appeals process

## 2.4. **Transferability**

The NJC's PSP Scheme has been accepted as transferable to maintained schools. Any Sixth Form College qualified teacher who has passed the three PSP criteria will, on moving to a post in a maintained school, automatically receive the schoolteachers' threshold payment without having to apply. Teachers will be provided with a certificate to prove receipt of PSP.

Equally teachers who have previously taught in maintained schools and who have passed the schoolteachers' threshold assessment will, on production of their certificate of confirmation, automatically receive PSP.

### 3. Meeting the standards

#### 3.1 Effective Teaching

This standard will be measured principally, but not exclusively, through the observation of teaching. Staff who do no teaching, therefore, cannot apply for the standard. However, there is no minimum teaching required to qualify.

The minimum standard to qualify will be equivalent to teaching judged to have at least a balance of strengths and weaknesses.

A teacher can offer just one observation as evidence of having passed the standard, but 2 or more would be preferred. At least one observation must have been undertaken in the academic year immediately before the application.

Observation records are not required, but should be available in the event of an appeal against any judgement made on this standard.

Each college will have to ensure that it operates an observation scheme which is fit for the purpose of measuring this standard.

- a. Any college scheme should be able to meet the following criteria:

Either

Lesson observations are **graded** according to a recognised system

Or

There are clear assessment criteria descriptors which allow observers to identify strengths and weaknesses (in those terms).

- b. Assessors will be:
  - experienced in assessment
  - trained
  - either line managers, senior staff or members of a college's quality team.
- c. The college must be able to demonstrate that its mechanisms seek to ensure a consistency of approach and to ensure that grading or assessment aims to reflect national standards.
- d. There should be an agreed protocol for lesson observation which would expect that:

- the observer will be there either throughout the lesson, or, if the lesson is too long for this to be practical, for a period of time of sufficient length (e.g. 45 minutes) to gauge the introduction, pace and direction of the teaching and learning
- there is an appropriate pro-forma for reporting
- there is an agreed feedback process
- there is an evaluation (i.e. a grading or clear identification of strengths and weaknesses)
- a poor performance will be revisited
- the teacher can request a further observation from the same or another assessor.

e. Criteria for Lesson Observation

The criteria should include comment on classroom management, context, methodology and equal opportunities issues.

The criteria should include the following:

- A record of group size and attendance
- Ability to create a purposeful and positive learning environment
- An evaluation of the effectiveness of the lesson
- Checking that learning is taking place
- Differentiation
- Health and Safety
- Pace
- Staff and student punctuality
- The relevance of the lesson in the context of the scheme of work and the stage of the course
- Use of physical environment
- Use of teaching and learning resources

### 3.2 **Professional Characteristics**

This standard will be assessed by means of a checklist of statements corresponding to the criteria described within the standard (see application form). The appropriate points on the checklist will vary depending upon each teacher's role (e.g. box 8 on the application form will not apply to every teacher.) If a teacher cannot tick every box they need to provide a brief explanation. An additional checklist is provided in the Appendix to this manual

to help teachers identify the kind of evidence that is appropriate for this standard and it is recommended that teachers use this checklist. Teachers are required to summarise the evidence on which their judgement is based, but are not required to produce the evidence within their application. As in standard 1, evidence should be kept available in case of an appeal.

### **3.3 Effective Learning (Achievement & Retention)**

Teachers can demonstrate the progress of students using a wide variety of assessment data. Where possible, reference should be made to value-added measures. As value-added benchmarks only exist for AS, A2 and AVCE results, these are dealt with in a specific manner different from all other results.

To achieve the standard teachers will be asked to submit evidence:

- of work with students completed in the most recent three years e.g. for an application in the academic year 2007/8 the relevant years will be 2005, 2006 and 2007.
- for two teaching groups\*<sup>1</sup> (or four in the case of shared groups).
- for whole normal-sized groups which, as far as possible, reflect the balance of their teaching.
- which uses the same groups for the purposes of both achievement and retention.

For each of the groups selected teachers should give a brief context, indicating any particular circumstances relating to that group of students. They should then proceed as indicated below:

#### **Achievement**

Routes A and B are provided for as set out below, to reflect different courses. When a teacher teaches a range of different courses it might be appropriate to use Route A data as part of the evidence to support an application via Route B.

#### **Route A**

For teaching leading to AS, A2 and AVCE results, a value-added standard is set using a purpose-made database. All of the data is drawn from Sixth Form Colleges and is analysed in a true value-added manner. The standard is set for each subject by reference to the median institution in that subject. In order to achieve the standard, a teacher's results, analysed on the prescribed value-added basis, should be no more than ½ of a grade below the median. The numerical value of this will be provided each year for A2 and AS levels.

A spreadsheet is available which analyses the AS or A2 grades against the GCSE scores provided and states whether the standard is met for the

---

<sup>1</sup> \* A teaching group is a class taught for a whole year at AS or A2 Level

particular teaching group. A print out for each chosen group then needs to be attached to the application form for the purposes of evidence.

This evidence should normally be drawn from the last two or three years. Part-time staff, however, might have difficulty providing a sufficient number of groups over this timescale and so it is agreed that such staff can go back further, but never more than five years. If part-time teaching staff work few hours then consideration should be given to reducing the number of groups they need to provide.

Any class to which a teacher has contributed can be included on a broadly pro-rata basis. For example, if a level 3 class constitutes five hours teaching a week over two years, it is possible to calculate the contribution of a teacher in percentage terms over the two years. The evidence offered must add up to the equivalent of two whole classes (200%).

Where it states above “two teaching groups (or four in the case of shared groups)”, the parenthesis refers to A2 and AS Level teaching groups, not AVCE. If a teacher takes an AVCE group for, say, 4 or 5 hours a week, that should count as a full group even though another member of the teaching staff may take the same group for another 4 or 5 hours.

### **Route B**

For teachers not teaching level 3 or teaching where there are no value-added benchmarks available, e.g. for minority subjects or for groups where there is a preponderance of low G-scores the following evidence should be provided:

- baseline information about prior attainment at the start of the period under review
- information about how they monitor progress in accordance with the college’s assessment/quality policy
- what progress was expected, showing an understanding of how this relates to national levels of achievement, or local levels as appropriate
- progress made at the end of the period under review
- an evaluation of the progress

As a general guide relating to baseline information:

- where there is benchmark information available e.g. prior attainment at GCSE, Foundation/Level 1/Entry Level, it should be used as the primary evidence
- where there is no benchmark information available e.g. for adult students, LDD students, ESOL students, any relevant internal evidence of progress should be used e.g. from qualifications (or their absence) or diagnostic assessment on entry;

Not all this information may be readily available in the early years of the process, but all colleges have information about students’ performance.

Teachers should make the best use of the information available in presenting their case.

**Teachers teaching level 3 must not just move to Route B because they cannot find sufficient groups to pass using Route A.**

The Principal is asked to make a professional judgement as to whether the progress made by the teacher's students is at least within the range expected in the light of the local and national context of the college.

In reaching a professional judgement about the evidence submitted four aspects will be considered by the Principal.

- Does it show appropriate progress?

Does the evidence presented show, for the great majority of students, a pattern of consistent progress relative to their prior attainment and expected achievement?

- Is the evidence representative?

Is the data representative of the teacher's work? In forming this judgement the Principal should take account of any particular circumstances which affect the teacher's work e.g. students with long term sickness, extended leave or significant family disruption. In exceptional cases, it may be helpful for the teacher to provide a break down of the balance of their teaching for the years for which they are submitting data.

- Does it demonstrate care and attention to all students within the range of students taught?

Does the evidence presented suggest progress with students of different behaviour, background and/or ability?

- Does the level of student progress compare appropriately with national or local performance data for students in similar settings and circumstances?

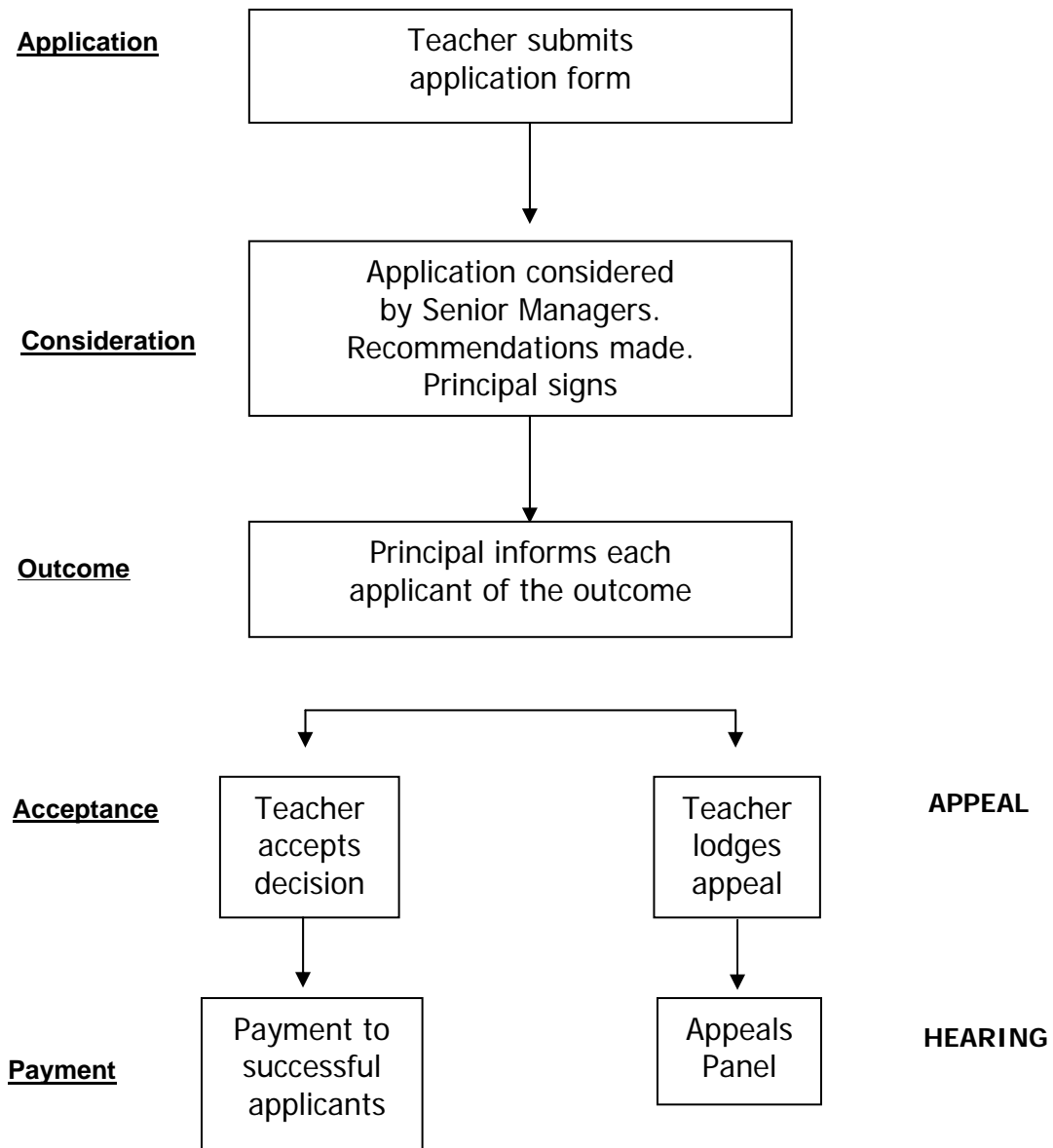
Have their students made progress at least within the range that would be expected of similar students nationally?

### **Retention**

Adequate retention must be demonstrated for the same groups as have been considered in the assessment of achievement. This should be computed as the number of students completing the course divided by the number in the same class on the first census date of the academic year.

The LSC collects retention data and publishes benchmarks for the FE sector, disaggregated by subject and college type. However, there does not appear to be any straightforward way to aggregate this data and produce reliable and valid 25<sup>th</sup> percentile retention benchmarks (which is the agreed level) for each subject listed in the SFCF median spreadsheet. For this reason we are recommending that retention benchmarks are set for all subjects at 80% for AS levels and at 90% for A2 levels. These figures are derived from aggregated data for Sixth Form Colleges found on the LSC benchmarking site. These figures are for guidance and Principals should use discretion in making judgments about individual subject retention which can vary (e.g. AVCE). Principals are also reminded that retention should be viewed taking into account both the context of the College and factors outside the control of the individual teacher.

4. **Application Process and Appeals**



#### 4.1 **Confidentiality**

The contents of Professional Standards Payment applications and all other documents associated with an applicant's application are confidential. They should not be disclosed to anyone who is not involved in assessing or reviewing the application. The only people that may see a teacher's application and then only those parts or sections of the form which are relevant, are:

- the Principal and any other member(s) of the college's staff to whom the Principal has delegated a role in the assessment process (this could include members of the college management team and other teachers with management responsibility for the applicant)
- any person with responsibility for quality assurance of assessments (for example, members of an appeals panel).

#### 4.2 **Equal Opportunities**

All individuals involved in the assessment process must act fairly and in particular must not unlawfully discriminate on the grounds of a person's disability, race, religion, sex, sexual orientation or trade union membership. Part-time staff must not be treated less favourably than full-time staff. The assessment process is designed to allow teachers to be able to apply whatever their background and whether they work part-time or full-time.

#### 4.3 **Applying for Professional Standards Payments**

The teacher is responsible for applying for assessment. This involves confirming the existence of evidence in the form of concrete examples from the applicant's day-to-day work – showing that he or she has worked broadly at the standards indicated over the last two to three years. Some fluctuations in performance are only to be expected, but the Principal is asked to confirm that the evidence does support the application and is indicative of the teacher's overall performance against the professional standards. Where a teacher is absent from the college in the period leading up to the application deadline (for example, teachers on maternity leave or on long-term sick leave), they should cite evidence from the two- to three-year period leading to the time their absence started. They may not cite evidence more than five years old.

Teachers should not attach anything to the completed application form other than information specifically requested on the form. Applicants should not prepare portfolios of supporting evidence. Teachers are, however, advised to ensure they have access to any key supporting material such as feedback from lesson observation, students' work, their own records or schemes of work. This may be asked for in support of the application or in the event of an appeal.

#### **4.4 Duty on Principals and Managers**

Principals have a duty to assess professional standards applications, in line with their professional responsibility for evaluating the standards of teaching and learning in the college. The Principal must give a judgement as to whether each of the standards has been met and note areas for further development as a basis for feedback to applicants. The Principal must give feedback to all applicants who do not pass the standards (see section 4.5).

This scheme places a duty on teachers who manage staff to assist, on request, the Principal to carry out professional standards assessments of the teachers they manage. The duty should only reasonably apply to teachers with management responsibilities who have an overview of the relevant aspects of the work of the teachers concerned. Such managers could be a head of department, a senior tutor or a member of the management team.

#### **4.5 Feedback to Applicants**

Principals should notify teachers of the outcome of their applications. All teachers will have their assessed application forms returned to them but the college must retain a copy and should keep copies of PSP applications for about five years for record purposes. Those teachers who have not passed the standards will be given feedback by their Principal on the outcome of their application and on aspects of their performance that would benefit from further development.

Feedback should be sensitive, informative and developmental. It should take the form of concise reasons why the teacher was assessed to have met/not met each professional standard. Feedback should link effectively to the college's performance management arrangements and should enable the teacher and her/his manager to identify clear priorities for future professional development.

In the case of unsuccessful applicants, Principals need to give written feedback within two weeks of notification of the decision. In most cases, Principals' comments on the application form together with verbal comments should provide sufficient feedback. In all cases the aim is to give clear advice about how the teacher needs to develop in order to reach the standards. The applicant should also be informed of his/her right to appeal.

#### **4.6 Individual Teachers' Right of Appeal**

Teachers who, after feedback from the Principal, believe that they have been wrongly assessed as not yet meeting the professional standards have the right of appeal. Appeals will be considered using the procedure set out in Appendix 3 'Individual Appeals against Pay' in the Conditions of Service Handbook, including the right of the teacher to be represented at the hearing by a trade union representative/colleague.

Notice of appeal, stating the primary ground(s) on which the appeal will be based, must be given to the Principal within two working weeks of the Principal's feedback.

Teachers who wish to appeal must submit a written submission to the appeals panel stating the ground(s) on which their appeal is based. The evidence relating to how they met the professional standards must have been available during the relevant period for the original professional standards payment application and must relate to their performance during that period (that is, normally two to three years preceding the application deadline). The evidence presented has, therefore, to be the evidence available to the Principal when the decision was made. On this basis, both the written submissions and oral evidence should be short and clearly focussed.

Each appellant will need to provide his/her Principal with a copy of the written submission so that the Principal can briefly explain the basis of his/her decision. The Principal must also give a copy of their statement to the appellant as soon as it is available. These short pieces of written evidence will be sent to the appeals panel.

#### **4.7 Teachers Who Are Not Class-Based**

The same professional standards and processes should be applied to teachers whose work is not class-based but who nevertheless teach. They should provide evidence about the situations in which they teach and influence students' learning.

For one-to-one teaching, teachers should provide examples of 3-5 case studies showing achievement. Drop-in centres must also be able to provide supporting information.

## Appendix to Standard 2

**Note: This is not a requirement and is not part of the application form. The list exists in the sense of an aide-memoire, but it is recommended to assist applicants in demonstrating their committed, effective professionalism. It is not intended that every category below be ticked. Principals may ask particularly for this section to be completed where there is a lack of other evidence on which to base their endorsement of the standard.**

	Tick	Summary of evidence
<p><b>1. In addition to the evidence pertaining to Standard 1, the evidence for my up-to-date professional knowledge and teaching of my subject is my:</b></p>		
1.1 appraisal record	<input type="checkbox"/>	
1.2 recently awarded qualification (please specify award, including date of award)	<input type="checkbox"/>	
1.3 knowledge of College policies and procedures	<input type="checkbox"/>	
1.4 knowledge of my particular terms and conditions of service	<input type="checkbox"/>	
1.5 adherence to the College Code of Conduct	<input type="checkbox"/>	
1.6 implementation of my legal responsibilities under health and safety, data protection and copyright regulations	<input type="checkbox"/>	
1.7 other (please specify)	<input type="checkbox"/>	
<p><b>2. The evidence for my participation in professional development, including subject updating and wider relevant curriculum developments, is in my:</b></p>		
2.1 record of off-site staff development /in-service training activities	<input type="checkbox"/>	
2.2 attendance at College-based staff development/in-service training activities	<input type="checkbox"/>	
2.3 recorded contribution to College-based staff development/in-service training activities	<input type="checkbox"/>	
2.4 recorded contribution to team and/or management meetings	<input type="checkbox"/>	

**3. My commitment to pastoral care/student support/enrichment is evidenced by my:**

- 3.1 maintenance of student records
- 3.2 records of action planning meetings when I have counselled/guided students
- 3.3 reference writing (for UCAS and/or employment)
- 3.4 report writing
- 3.5 meeting of deadlines for reports/references/records
- 3.6 contributions to discussions with parents/guardians/carers
- 3.7 participation in enrichment/extra-curricular activities.
- 3.8 student evaluation data on my delivery of the tutorial programme
- 3.9 other (please specify)


**4. The evidence of my participation in systems for the recruitment and induction of students is in my record of:**

- 4.1 contribution to the College prospectus/website and/or course information material
- 4.2 contribution to Open Evenings
- 4.3 participation in marketing my area/the College off-site
- 4.4 interviewing of applicants
- 4.5 contribution to Taster Days
- 4.6 participation in enrolment/registration procedures
- 4.7 contribution to induction of students in my area/the College
- 4.8 other (please specify)


**5. The evidence for my participation in systems for strategic planning is:**

- 5.1 record of attendance/contribution at meetings (e.g. Department, Faculty) which pertain to the College's strategic planning cycle/procedures
- 5.2 contribution to policies, initiatives or action plans that have been adopted, and/or contributions that have been considered, by the College
- 5.3 contribution to the implementation of the College's strategic plan
- 5.4 other (please specify)


**6. The evidence of my participation in management systems for quality assurance/review and improvement is in my:**

- 6.1 meeting of deadlines for returns on target setting
- 6.2 contribution to the quantitative content of course reviews
- 6.3 contribution to the qualitative content of course reviews
- 6.4 meeting of deadlines for returns on course reviews
- 6.5 knowledge of the value-added methodology adopted by the College
- 6.6 student evaluation data of my teaching
- 6.7 other (please specify)


**7. The evidence of my participating in self-assessment systems is my:**

- 7.1 record of attendance/contribution at meetings where self-assessment reports are compiled
- 7.2 identifiable contributions to self-assessment reports, implementation of self-assessment action plans
- 7.3 implementation of post self-assessment action plans
- 7.4 other (please specify)


**8. The evidence of my participation in the arrangements for mentoring, coaching and spreading of good practice to more junior staff is my:**

- 8.1 authoring of teaching materials shared by others
- 8.2 records of meetings with new staff
- 8.3 formal mentoring of (please specify)
- 8.4 record of assistance with the induction of NQT (please specify)
- 8.5 records of peer/junior staff observing my lessons
- 8.6 records of my observing lessons of peers/senior staff
- 8.7 other (please specify)




**Professional Standards for**  
**Teachers in Sixth Form Colleges**

Application Form

Name: .....

Current Post: .....

Point on NJC Scale: ..... Date of application: .....

College: .....

Name of Principal: .....

*This form should only be completed with reference to the Manual which contains detailed information on all sections of this application form*

**Standard 1:**

**Effective teaching and the ability to create a learning environment**

*Summarise below the evidence from classroom observation records that demonstrate that you have reached the standard. Only include observations that have been assessed as having passed the standard.*

Date of Observation	Name and status of Observer
---------------------	-----------------------------

Please tick the following statements and provide a summary of the evidence available to underpin these statements.

<u>Statement</u>	<u>Tick</u>	<u>Summary of evidence</u>
My lessons are well planned with clear aims and objectives	<input type="checkbox"/>	
My lessons are part of a structured scheme of work	<input type="checkbox"/>	
Student work is consistently and appropriately set and assessed	<input type="checkbox"/>	
Reports are constructive and accurate and promptly presented to college deadlines	<input type="checkbox"/>	

***Suggested Evidence***

Lesson Observation proformas, Schemes of Work, Registration data, Reports  
Student files/mark book, Moderator/Verifier reports, Student Attendance

Principal's endorsement (or comment where the standard has not been achieved)	
Standard achieved/not achieved.	
Signed:	Date:

## **Standard 2:**

### **Professional Characteristics**

*Please tick the following category boxes to confirm that you as a teacher are able to demonstrate*

*that you are a committed professional who supports and takes an active part, appropriate to your role, in all the processes, teaching and non-teaching, which characterise this as an effective College.*

*The expectation is that in order to meet this standard all boxes will be ticked. There may be an exception where a box cannot be ticked because of your particular situation (see the Manual). In this case, please provide a summary explanation of why the box cannot be ticked. If there is insufficient space in the evidence box for your comment, attach a separate sheet with further comments, ensuring you identify to which category you are referring.*

	<b>The evidence exists which:</b>	Tick	Summary of evidence
1	demonstrates my up-to-date professional knowledge and teaching of my subject		
2	confirms my participation in professional development, including subject updating and wider relevant curriculum developments		
3	demonstrates my commitment to pastoral care/student support/enrichment		
4	confirms my participation in the College's systems for the recruitment and induction of students		
5	confirms my participation in the College's systems for strategic planning		
6	confirms my participation in the College's management systems for quality assurance/review and improvement		
7	confirms my participation in the College's self-assessment systems		
8	confirms my participation in the arrangements for mentoring, coaching and spreading good practice to more junior teaching staff e.g. through the induction of NQTs		

Principal's endorsement (or comment where the standard has not been achieved)

Standard achieved/not achieved.

Signed:

Date:

**Standard 3:**

**Effective Learning (Achievement & Retention)**

Level 3; A2, AS and AVCE

Please indicate the classes you wish to submit as evidence of having reached this standard. Attach the printouts as appropriate which indicate that a satisfactory value-added and retention result has been obtained. You may wish to give some indication of particular circumstances which will help put these achievements into context. Attach additional sheets of explanation if necessary.

	Class:	Year of exam:	Context
1.			
2.			
3.			
4.			

**Other Classes (See Manual)**

Please attach additional evidence to support achievement and retention of any classes other than level 3.

Principal's endorsement (or comment where the standard has not been achieved)	
Standard achieved/not achieved.	
Signed:	Date:

I duly apply for the Professional Standards payment from  
1<sup>st</sup> September 200 \_

Signed (Applicant) ..... Date .....

I hereby certify that the above named has / has not\* satisfied the criteria for the Professional Standards payment for teachers in Sixth Form Colleges.

Signed (Principal) ..... Date .....

\* *Delete as appropriate*