Form F9/10: Assessment grid -

**Name of candidate Name of school Name of Assessor**

Candidates should fill in black parts and leave blue parts clear for assessors

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| Std | **Tasks** Candidates please **🗸** to show  where you are claiming each standard | | | | | | | | Assessor use only | | | **Doc.**  **Ref.**  **No.** | **Task Ref.** F1- F8 | **Sources of evidence - Brief description (no more than two)** | **During the visit: evidence from meetings - Assessor use only** | **Final Yes or No** (delete) |
| **F1** | **F2** | **F3** | **F4** | **F5** | **F6** | **F7** | **F8** | **Pre-visit** | | |
| **🗸** | **?** | **X** |
| **1** | High expectations of children and young people with a commitment to helping them fulfil their potential | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **2** | Establish fair, respectful, trusting, supportive, constructive relationships with children and young people | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **3** | Demonstrate the positive values, attitudes and behaviours they expect from children and young people | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **4** | Communicate effectively and sensitively with children, young people, colleagues, parents and carers | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **5** | Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **6** | Demonstrate a commitment to collaborative and cooperative working with colleagues | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **7** | Improve their own knowledge and practice including responding to advice and feedback | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **8** | Understand the key factors that affect children and young people's learning and progress | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **9** | Know how to contribute to effective personalised provision by taking practical account of diversity | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **10** | Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **12** | Know how to use ICT to support professional activities | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **13** | Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **14** | Understand the objectives, content and intended outcomes for the learning activities in which they are involved | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **15** | Know how to support learners in accessing the curriculum in accordance with the special educational needs and disability (SEND) code of practice and equalities legislation | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **16** | Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **17** | Use their area(s) of expertise to contribute to the planning and preparation of learning activities | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **18** | Use their area(s) of expertise to plan their role in learning activities | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **19** | Devise clearly structured activities that interest and motivate learners and advance their learning | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **20** | Plan how they will support the inclusion of the children and young people in the learning activities | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **21** | Contribute to the selection and preparation of resources suitable for children and young people' interests and abilities | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **22** | Monitor learners' responses to activities and modify the approach accordingly | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **23** | Monitor learners' progress in order to provide focused support and feedback | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **24** | Support the evaluation of learners' progress using a range of assessment techniques | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **25** | Contribute to maintaining and analysing records of learners' progress | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **26** | Use effective strategies to promote positive behaviour | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **27** | Recognise and respond appropriately to situations that challenge equality of opportunity | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **28** | Use their ICT skills to advance learning | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **29** | Advance learning when working with individuals | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **30** | Advance learning when working with small groups | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **31** | Advance learning when working with whole classes without the presence of the assigned teacher | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **32** | Organise and manage learning activities in ways which keep learners safe | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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| **33** | Direct the work, where relevant, of other adults in supporting learning | | | | | | | |  |  |  |  |  |  |  | **Yes**  **No** |
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