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Observation of Teaching, Learning and Assessment



Potential powered up

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Policy Statement

For the purpose of clarity, the term “Leep” refers to the family of Leep organisations – Back to Work, Leep Trade & Leep Talent.

1. Quality

1.1 Aims

To ensure that LEEP Group employs high quality teaching, learning and assessment strategies effectively to develop learners’ knowledge, skills and behaviours, LEEP Group will provide an ambitious and holistic curriculum.

As a result:

- Learners achieve well on courses
- Learners progress successfully into the next stage of education, employment or training which meets their ambitions and interests
- Learners achieve well in national tests and examinations (where appropriate)

1.2 Background & Rationale

The LEEP Group has developed robust and quality improvement processes of the quality of education including:

- Observation of all learner interactions
- Scrutiny of documents and learners’ work
- Deep Dive
- Mentoring for Success (MfS)
- Quality metrics reports to board
- One to ones
- Internal Quality Assurance (IQA)
- Self-Assessment Report (SAR)
- Quality Improvement Plan (QIP)

Ofsted guidelines and the implementation of the Education Inspection Framework are benchmark factors. In the Education Inspection Framework, providers will only be judged good or outstanding for overall effectiveness if the quality of education is good or outstanding.

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1.3 Quality of Education (Education Inspection Framework)

To make a judgement on the quality of education we will evaluate the extent to which:

- Curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Learners study the full curriculum.
- Teachers have good knowledge of the subject(s) and courses they teach.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
- Teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts (deep understanding).
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.
- Teachers create an environment that allows the learner to focus on learning in a way that does not create unnecessary workload for staff and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Teaching of reading develops learners' confidence and enjoyment in reading.

1.4 Associated documents

- Contracts of employment
- [Further education and skills inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook)
- CPD Records/Training
- Staff 121 & Supervision documents
- IQA Reports
- Mentoring for Success (MfS) records
- OTLA Reports
- TLA Action Plans
- Deep Dive reports
- HR strategies, policies, and procedures
- SAR
- QIP

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2. Observation of Teaching, Learning & Assessment at LEEP Group

2.1 Aims

The observation of teaching, learning and assessment is an integral part of the quality assurance and quality improvement process. The procedures are designed to support LEEP Group to drive forward improvements in the Quality of Education.

The aims of the LEEP Groups observation process are to:

- Ensure learning is taking place and that learners are making good progress.
- Improve the quality of teaching, learning and assessment through providing constructive, robust feedback to staff against shared and understood criteria.
- Support and develop trainers and coaches to enable them to consistently deliver a good or outstanding learning and assessment experience.
- Recognise good practice in the quality of education and teaching, learning and assessment across the organisation and provide means for sharing and disseminating any good practice.
- Promote dialogue surrounding teaching, learning and assessment and learner experience.
- To identify the Groups themes of continual professional development needed.
- Inform the self-assessment process (SAR) and quality improvement plan (QIP) by assessing and reporting on The LEEP Groups progress towards attaining and then maintaining overall good or better status in the quality of education including teaching, learning and assessment.
- Support the staff appraisal process (one-to-ones & supervisions).

2.2 Purpose

The purpose of the procedure is to:

- Ensure that staff receive the appropriate information regarding the observation of teaching, learning and assessment process.
- Ensure the consistent and fair treatment of all staff in the application of this process.
- Inform staff and Heads of Departments of the procedures which will apply.
- Where a lesson observation is graded 1 or 2 in the sharing and dissemination of good practice.
- Where a lesson observation is graded 3 (requires improvement) or 4 (inadequate) in relation to support, development, and re-observation.

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2.3 Process & Outcomes

There are two forms that document the improvement of teaching, learning and assessment that relate to the procedures:

- Graded OTLA (for all teaching staff and assessors)
 - Mentoring for success (MfS)
- i. Observations and any associated re-observations will be conducted by trained and approved observers.
 - ii. All teaching and learning staff can expect to receive feedback from at least one OTLA per academic year. Other observations such as partner observations, induction, IAG and ad-hoc learning visits may be conducted at any point in the academic year.
 - iii. Mentoring for Success (MfS) will support the signing off of the **probationary period**. Developmental observations undertaken through MfS must demonstrate effective teaching and learning. Where a formal OTLA has not yet taken place, the probationary period may be signed off by the line manager, provided that Quality has confirmed observation of effective teaching and learning through developmental observations.
 - iv. The staff member will receive **verbal feedback from the observer within 5 working days** of the formal graded OTLA. At this point the OTLA grade will be shared. The verbal feedback will discuss what went well and what could be improved. The full OTLA report will then be emailed directly to the staff member, with their line manager copied in. Where quality improvement support is needed a meeting with the TLA lead can be arranged as part of the Mentoring for Success (MfS) programme. The staff member is then required to complete the attached reflection at the bottom of their OTLA report **5 working days** of receiving it and share this with their observer.
 - v. Feedback from MfS & OTLAs will form part of the individual 121 & supervision process.
 - vi. LEEP Group expects all delivery staff to demonstrate practice that is good or better resulting in a good or outstanding OTLA. Where this is not the case, further TLA and/or IQA support will be provided as part of the mentoring for success programme. A further re-observation will take place from the recommendation of the TLA lead and approved by the Group Quality Manager – Teaching, Learning and assessment, **usually within 8 weeks** of the first OTLA (see flowchart).

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- vii. If a staff member is unhappy with their outcome, they have the right to a meeting with the Group Associate Director of Quality – Natasha England.
- viii. If the staff member does not demonstrate adequate progress following a re-observation a meeting will be arranged with an appropriate member of the Human Resources Team, Group Associate Director of Quality and line manager.
- ix. TLA Leads will devise an action plan to direct staff to relevant development activity which will be mandatory.
- x. The observation of teaching, learning and assessment process will operate from September through to July.
- xi. Judgements must be reached through evaluating the effect on the 'quality' of learning and the knowledge, understanding, skills and behaviours of learners, not through the application of a checklist of precepts.

Observation Planning

A schedule of observations and Deep Dives are to be coordinated by the Quality Team. Notifications are sent via e-mail, with further guidance offered by the tutor's TLA Lead, should it be requested.



Formal OTLA takes place

The Observation will last for at least 40 minutes. The observer may be accompanied by a 2nd observer.



Verbal & Written Feedback

Verbal feedback will be given within 5 days of the OTLA, this will include the OTLA grade, followed by the sharing of the written OTLA report, this will be sent to the observee and their line manager, along with the staff member's updated TLA action plan.

The reported grade and action plan will feed into performance reviews and Groups overall QIP. Some actions may be mandatory, such as CPD.

Staff are to complete the reflection section of the OTLA, within 5 working days and mandatory actions in the agreed timeframe set.

What happens next...

Grade 1 Outstanding	Grade 2 Good	Grade 3 & Grade 4 Requires Improvement/Inadequate
<p>Recognition of outstanding grade to be shared with LEEP Group.</p> <p>Sharing of best practice is to be arranged across LEEP Group, within Teach Meets.</p> <p>Impact of actions will be discussed and documented in the staff 121's and via MfS.</p>	<p>Sharing of best practice is encouraged.</p> <p>Quality team are to monitor action plan and use MfS to work towards Outstanding.</p> <p>Impact of actions will be discussed and documented in the staff 121's, via mentoring for success visits and staff CPD.</p>	<p>Quality support through MfS will take place and a planned dual reobservation will take place within 8 weeks of the OTLA feedback.</p> <p>If no improvement is made a meeting will be arranged with the Head of HR, the Group Associate Director of Quality and line manager.</p> <p>If there is no improvement in performance to good or better within the specified time period, a capability procedure will be initiated.</p>

- Refusal to carry out reasonable recommended actions from all observations may result in either disciplinary or competency action and initiate relevant formal procedures dependent upon the nature of the underperformance.
- The LEEP Group reserve the right to intervene in sessions/ activity involving

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learners and take immediate action in any instance where any Safeguarding incident occurs.

2.4 Notifications & Graded Observations

For both face-to-face and online sessions, notification of observation **will be given 48 hours prior to observation**. The observation window will be 1 working week. Graded observations can take place in all learning situations including classroom based, work-based, tutorials, one-to-ones, progress reviews, coaching visits, workshops and recordings.

The observer may attend any session during the planned week of observation. It is the responsibility of the staff member to provide the observer with a classroom link or location within 24 hours of receiving their formal notification.

Time: Graded observations will be a minimum of 40 minutes in duration. The observer may return the same day to monitor progress made.

Learner/ Employer Voice: The observer will also request to speak to the learners at an appropriate time within the session, in which the staff member will be requested to leave the session during this period. Employer voice may be collated as part of a Deep Dive or stakeholder activity, feedback collated in these instances will be shared separately to an OTLA report. Standardised learner voice questions will be chosen (see appendix), but on occasions the observer may choose to ask further questions, to support quality improvement.

2.5 Mentoring for Success (MfS) at LEEP Group

The objective of this scheme is to improve tutors and coaches' pedagogical practice to ensure 100% of staff meet LEEP expectations. Developmental sessions carried out by an assigned TLA Lead that can take place at any point over the academic year.

New staff will have at least 1 development observation/support session via the MfS scheme to prepare for formal OTLA.

The developmental observations and/or support sessions will focus on assisting and developing teaching, learning and assessment improvements and identify and share good practice across the LEEP Group. These sessions can take many forms and are tailored to the needs of the individual. Examples include support with systems; processes; pedagogy; planning; feedback; questioning; interactive tools; behaviour management etc. The MfS scheme now consists of a variety of interactions that the TLA Lead can tailor to meet the needs of staff on their caseload, including (but not limited to) interactions such as peer observation, unseen observations and reflection. Mentoring for Success interactions will be monitored through the use of a RAG (red/amber/green) rating that will determine the frequency in which staff are supported.

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3. The Deep Dive Process

The formal Deep Dive process at LEEP aims to assess and enhance the quality of education within specific departments. This process involves a comprehensive evaluation of various aspects, including enrolment, induction, teaching quality, stakeholder input to replicate activities that would be undertaken as part of a formal review. The purpose is to support and develop teaching, learning, and assessment practices while identifying strengths and areas for improvement. The review process, conducted by the Quality Team, lasts approximately three days with prior notification. The Deep Dive process will include curriculum intent meetings, learning visits, meetings with key stakeholders, such as learners, employers and commissioners. The outcomes include departmental reports, individual recommendations and actions, with results shared with senior management.

Please refer to the **Quality Improvement Policy**, for the full overview of the Deep Dive process.

4. Roles, Responsibilities & Expectations

Each department is required, as part of its self-assessment reporting process, to make a judgement on the quality of education and teaching, learning and assessment within the area and also identify and implement actions to support improvement. The lesson observation grade profile and audit RAG ratings will therefore be key performance and evidence indicators to drive forward improvements.

In order to support the implementation of this procedure, the roles and responsibilities of managers and staff are outlined below.

It is the responsibility of **individual members** of teaching staff to:

- Be aware, understand and comply with the observation of teaching, learning and assessment procedures and associated documents.
- Understand and maintain the standards of performance expected at all times.
- Engage with and undertake appropriate professional development relating to improving the quality of education and teaching, learning and assessment.
- Improve performance with agreed TLA action plans which are developed as a result of the OTLA process, Mentoring for Success scheme and work scrutiny/IQA process.

It is the responsibility of the **Group Associate Director of Quality** to:

- Review and update all documentation relating to the observation process.
- Report on the findings of lesson observations on an annual basis.
- Provide lesson observation training and updates to all appropriate members of staff.
- Ensure the appropriate training, support and guidance is available and being undertaken by staff undertaking lesson observations to ensure staff are equipped to

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make accurate and purposeful judgments on the quality of education and teaching, learning and assessment.

- Ensure that timely advice and support is readily available to managers and staff on the implementation of these procedures.
- Ensure that the observation procedure is fairly, and consistently applied and allocated grades are subject to moderation to support consistency of grading.
- Ensure that standards of performance and expectations are clearly communicated and understood with checks in place annually.
- Inform Managers of any area of any concerns following an observation of any kind.

It is the responsibility of the **TLA Leads** to:

- Attend lesson observation training and updates.
- Ensure that appropriate, high-quality development and training is available for all staff and that access is promoted and supported drive personal and professional development across the LEEP Group.
- Ensure that the observation procedure is fairly, and consistently applied and allocated grades are subject to moderation to support consistency of grading.
- Ensure that OTLA feedback is timely, supportive, and appropriate to aid development and manage underperformance.
- Inform Managers of any area of any concerns following an observation of any kind.

It is the responsibility of the **IQA Team** to:

- Inform Managers of any area of any concerns following IQA/work scrutiny of any kind.

It is the responsibility of **Heads of Department** to:

- Be aware, understand and comply with the observation of teaching, learning and assessment procedures and associated documents.
- Ensure that appropriate, high-quality development and training is promoted and supported to drive personal and professional development across the LEEP Group.
- Ensure that standards of performance and expectations are clearly communicated and understood with checks in place annually.
- Understand and maintain the standards of performance expected at all times.
- Support improvement of staff performance by working with TLA Leads to review progress with individual TLA action plans for staff which are developed as a result of the OTLA process, Mentoring for Success scheme and work scrutiny/IQA process.

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It is the responsibility of **Human Resources** to:

- Work with the Group Associate Director of Quality to regularly review and monitor the operation and effectiveness of the lesson observation procedures.
- Where appropriate, ensure that professional development opportunities are available based upon the outcomes of the observation process.
- Support all staff in the implementation of the procedures and any actions arising.

5. Standardisation & Moderation of observations

5.1 Standardisation at LEEP Group

In order to ensure accuracy and consistency in the application of these procedures, moderation activities are undertaken to ensure:

- The recorded evidence on formal observations supports the evaluation (where graded) given for the session.
- Evaluation of sessions by individual observers is as consistent as possible across the provided.

5.2 Moderation at LEEP Group

- **Standardisation of OTLA forms**
 - Observers can validate findings and grades with another observer prior to feedback being given to the member of staff observed.
- Dual observations
 - to ensure consistency in grading outcomes for teaching, learning and assessment.
- **Standardisation occurs in every observation undertaken.**
- **Moderation of OTLA forms and completion**
 - Occurs bi-monthly with all members of the observation team participating to share and improve practice. Activities are planned and recorded to ensure quality are upskilling and staying current in their practice.

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AppendixContents

- 1. Learner Voice Questions**
- 2. Professional Standards (Grading Boundaries)**

Appendix 1

Learner Voice Questions

1. What do you know/what can you do now that you did not/could not before?
2. What do you know about the next steps following this lesson/course?
3. Is there anything that could be improved?
4. Do you feel safe?
5. Would you know what to do if you didn't feel safe?
6. Are you confident that LEEPCT / JIT / BePro / ECTA would take steps to protect you if you told them, you didn't feel safe?

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Appendix 2: Professional Standards

Professional standards to be adhered to in teaching and learning delivery

Quality of Education		
Grade 1 – Above standard	Grade 2 – Minimum standard	Grade 3/4 - Below standard

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<p>“The work that learners do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.”</p> <p><u>Lesson content and delivery</u></p> <ul style="list-style-type: none"> • The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points. • Excellent structure to sessions that build on previous knowledge and learning that has taken place. • Teachers encourage learners to use subject-specific, professional, and technical vocabulary well and learners use this type of vocabulary widely during the session. • Clear evidence of prior learning being reinforced to allow learners to draw on previous knowledge. This then builds on all learners being aware of what they are required to do and how to complete this. • High levels of differentiation in class to ensure all learners make sustained 	<p>Teachers have expert knowledge of subject(s) and courses they teach. Where relevant, teachers have extensive and up-to-date vocational experience.”</p> <p><u>Lesson content and delivery</u></p> <ul style="list-style-type: none"> • Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. • Good structure to sessions that build on previous knowledge and learning that has taken place. • Teachers encourage learners to use subject-specific, professional, and technical vocabulary well. • Teachers use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently. • Teachers check learners’ understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, 	<p>“The quality of education is not yet good.”</p> <p><u>Lesson content and delivery</u></p> <ul style="list-style-type: none"> • The session has little or no structure or coherence, and trainers have not appropriately considered sequencing. • Learners experience a jumbled, disconnected series of lessons/training that do not build their knowledge, skills or understanding. • The curriculum does not prepare learners for the opportunities, responsibilities, and experiences of life in modern Britain. • Learners with SEND do not benefit from a good-quality education. Staff’s expectations of them are low. Staff do not identify learners’ needs accurately and are therefore unable to support learners’ development effectively.
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<p>progress based on starting points and support and challenge needs. e.g., differentiated aims and objectives, questioning, extension, and range of activities.</p> <ul style="list-style-type: none"> • Collaboration is evident between learners and provides opportunities for the learnersto peer review. • English and Maths development is explicitand contextualised in the session and thetutor points out to learners how they are improving/practising their English and maths skills in feedback. • Teachers check learners' understanding systematically and rigorously to ensure alllearners are sufficiently challenged. • Misconceptions are identified and clear,direct feedback is provided to clarify understanding and teaching is adaptedskilfully when required. <p><u>Learner work and assessment</u></p> <ul style="list-style-type: none"> • Work set is appropriately challenging for learners and develops further knowledge,skills, and behaviours around the subject matter. Learners develop high quality skills 	<p>they respond and adapt their teaching as necessary.</p> <ul style="list-style-type: none"> • Good questioning skills ensuring all have anopportunity. <p><u>Learner work and assessment</u></p>	<p><u>Learner work and assessment</u></p> <ul style="list-style-type: none"> • Weak assessment practice results in teaching that fails to meet the learner's needs.
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<p>and produce work consistently to a high standard.</p> <ul style="list-style-type: none"> • An exceptional level of individualisation will be evident i.e., supporting homework tasks to enable those learners to catch up, detailed group profiles that include SMART aims and objectives. • Feedback provided uses a variety of strategies and ensures all learners can identify improvements and demonstrate progress over time. 	<ul style="list-style-type: none"> • Majority of the feedback provided is timely, detailed, and targeted summative and formative feedback. • The work that teachers give to learners is demanding and ensures that learners build knowledge and acquire skills improving in what they already know and can do. • Teachers use assessment well. It is used to embed and use knowledge fluently and flexibly. Used to evaluate the application of skills, or to check understanding and inform teaching. • Appropriate range of assessment methods deployed that enable most learners to make the expected progress. 	<ul style="list-style-type: none"> • The attainment and progress of learners are consistently low and show little or no improvement over time, indicating that learners are underachieving considerably. • Learners have not attained the qualifications, skills, or behaviours appropriate for them to progress to their next stage of education, training, or employment.
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Behaviours and Attitudes		
Grade 1	Grade 2	Grade 3/4
<ul style="list-style-type: none"> Learners have consistently high levels of respect for others. They play a highly positive role in creating an environment that values and nurtures difference. Bullying and harassment are never tolerated. Learners demonstrate consistently highly positive attitudes and commitment to their education and/or training. They are persistent in the face of difficulties. If learners struggle with this, the Teacher takes intelligent, swift, and highly effective action to support them. There are many examples of commitment beyond the basics, for example high participation in skills competitions or social action projects. Learners behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their 	<ul style="list-style-type: none"> Teachers have high expectations of learners' behaviour and conduct, and these are applied consistently and fairly. This is reflected in learners' behaviours and conduct. Learners' attitudes to their education or training are positive. They improve their attitudes over time. They understand their rights and responsibilities as learners. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements. Learners have high attendance and are punctual. This includes participating in any distance-learning activities, such as online learning and virtual learning environments. Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured. Learners feel safe and rarely experience bullying, harassment, or 	<p>Grade 3</p> <ul style="list-style-type: none"> Behaviour and attitudes are not yet good. Learners feel safe and confident in reporting incidents of bullying, harassment, or discrimination, knowing that staff will take swift and appropriate action. <p>Grade 4</p> <ul style="list-style-type: none"> Behaviour and attitudes are likely to be inadequate if any one of the following applies: Learners' lack of engagement, motivation or enthusiasm inhibits their progress and development. A significant minority of learners show a lack of respect and self-discipline. Learners ignore or rebut requests to

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<p>education and/or training. If learners struggle with this, the Teacher takes intelligent, fair, and highly effective action to support them to succeed in their programme of learning.</p>	<p>discrimination. If incidents occur, learners feel safe and confident to report them, knowing that staff will take swift and appropriate action.</p>	<p>moderate their conduct and are not ready to move on to their next stage or the world of work.</p> <ul style="list-style-type: none"> • Learners' attendance is consistently low and shows little sign of sustained improvement. • Learners are not safe, or do not feel safe, at the provider or at work or subcontractor settings.
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Personal Development		
Grade 1	Grade 2	Grade 3/4
<ul style="list-style-type: none"> Personal development is exceptional. The Teacher consistently and extensively supports and promotes the personal development of learners. The Teacher goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. Opportunities for learners to develop their talents and interests are of exceptional quality. The Teacher ensures that participation in these activities is very high, particularly among those from disadvantaged backgrounds, and all benefit from these opportunities and experiences. 	<ul style="list-style-type: none"> The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents The Teacher supports learners to develop their character – including their resilience, confidence, and independence – and, where relevant, help them know how to keep physically and mentally healthy. The Teacher prepares learners for future success in education, employment, or training by providing unbiased information to all about potential next steps; high quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work. 	<p>Personal development is not yet good.</p> <ul style="list-style-type: none"> Personal development is likely to be inadequate if any one of the following applies: A significant minority of learners do not understand how and why to live healthy, positive lives. Teachers and those responsible for governance, through their words, actions, or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. Teachers do not protect learners from radicalisation and extremist views when learners are vulnerable to these. Policy and practice are poor, which means that learners are at risk.

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	<ul style="list-style-type: none">• The Teacher prepares learners for life in modern Britain by teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, activecitizens who contribute positively to society; developing their understanding of fundamental British values and principles of equality, diversity, and inclusion.	
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Professional Standards

for Teachers and Trainers in the Further Education and Training Sector



Professional Values and Attributes

Develop your own judgment of what works and does not work in your teaching and training.



1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7. Engage with and promote a culture of continuous learning and quality improvement.

Professional Knowledge and Understanding

Develop deep and critically informed knowledge and understanding in theory and practice.



8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

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Professional Skills

Develop your expertise and skills to ensure the best outcomes for learners.



13. Promote and support positive learner behaviour, attitudes and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' mathematics, English, digital and wider employability skills.
18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.