

Standards: Professional Behaviours (a)-(f)

See page 4 for extra details.

- a. Inspires, motivates, and raises learners' aspirations through their passion for the sector.
- b. Always operates to ethical and legal standards and within professional boundaries.
- c. Models and encourages mutual respect, displaying a deep understanding of equality & diversity, with & between learners, colleagues, & appropriate agencies.
- d. Is resilient & adaptable when dealing with challenge & change & maintaining focus & self-control.
- e. Values the importance of Mathematics, English, & ICT in learners' future economic & social well-being
- f. Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector.

Observation Notes:

Observation Notes *continued...*

Action Steps (completed by coach):

Coach:		Organisation:	
Observer:		Organisation:	
Signed by Observer:		Date:	



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(a) Inspires, motivates & raises learners' aspirations through their passion for the sector.

Assessor Coaches (ACs) have a passion for people development. As a result, they inspire, motivate, and raise aspirations. They could do this in a more facilitative manner, questioning learners and encouraging them to articulate a positive, forward-facing goal with a clear rationale for 'why'. They will also ensure the learner's possible 'options' are explored and 'ways forward' agreed (again, with a clear rationale for 'why'). Alternatively, the AC does this in a consultative manner by strongly advising on what they could and should do next, and why. Having a clear way forward, should inspire confidence and a drive to achieve. ACs can also use encouragement and praise to motivate others.

(b) Always operates to ethical and legal standards and within professional boundaries

The Apprentice works within different requirements and guidelines depending on the situation. These include legislation, for example, the Equalities Act or standards governing their sector, for example the Teacher Standards. This can even refer to the contract agreed between coach and learner (for example, agreeing to terms of confidentiality). Ultimately, these standards ensure ACs treat learners with dignity and that they build relationships rooted in mutual respect and tolerance. ACs safeguard the wellbeing of their learners and ensure that personal beliefs are not expressed in ways that negatively impact them.

(c) Models and encourages mutual respect, displaying a deep understanding of equality & diversity, with & between learners, colleagues, & appropriate agencies.

The AC ensures inclusivity and supports diversity by modelling and encouraging professional values such as empathy, respect, and dignity for all. They listen to their learner's values, beliefs, and ideas, and respond to move that person forward. Assessor Coaches (ACs) promote equality for their learners (including, but not exclusively for, those who are part of groups that might be marginalised or excluded) by ensuring barriers to progress are identified, and actions to overcome them, are agreed. They also encourage learners to consider these issues when working with others. They either do this in either a consultative or facilitative way.

(d) Is resilient & adaptable when dealing with challenge & change & maintaining focus & self-control.

Assessor-Coaches listen deeply to, and reflect on, what learners say and do. They respond thoughtfully, adapting what was planned to ensure the learner keeps moving forward. ACs never take criticism or challenge personally but instead stay 'in control' and use this as an opportunity to reflect and (if appropriate) refine their practice. They encourage learners to embrace challenge and change as a chance to learn and grow. ACs always keep focused on the course or process (if not always the content) of the conversation. For example, they might not allow a learner to move onto discussing possible actions without fully exploring their goal. Ultimately, ACs do not allow anything to get in the way of learners moving forward, and will begin encouraging learners to do be resilient, adaptable, and focused professionals who maintain self-control.

(e) Values the importance of Mathematics, English, & ICT in learners' future economic & social well-being.

Assessor Coaches value the importance of English, Maths and ICT in any learner's improvement journey and ensure their learners consider how develop them. In relation to English, this can include anything

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from basic skills such as correct spelling and grammar to more complex issues such as how to effectively construct and share with others a compelling vision for the future. In relation to Maths, this could include anything from basic skills like how to multiply two numbers together to more complex issues such as how to approach long term financial planning. In relation to ICT, this could include anything from basic skills such as using excel to more complex issues such as building websites.

(f) Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector.

Assessor-Coaches are reflective and growth-oriented professionals, regularly refining and improving their practice. They might engage in evaluation in a variety of ways. For example, self-reflecting after a coaching conversation or having a coaching conversation with a colleague regarding an area of professional practice or being observed and receiving feedback. Whatever the evaluation processes, it should lead to clear actions to move their practice forward. ACs might also learn and improve themselves as professionals by reading an academic journal or attending training courses.



City Skills