

Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (Revised 2008)



The standards and requirements in this document replace those in Qualifying to Teach and have the same legal standing. They set out: the Secretary of State's standards, which must be met by trainee teachers before they can be awarded qualified teacher status (QTS); and the requirements for training providers and those who make recommendations for the award of QTS. Only trainee teachers who have met all of the standards will be awarded QTS.

The document is relevant to anyone involved in initial teacher training (ITT), including trainee and qualified teachers and those who employ and support newly qualified teachers (NQTs). All those involved in initial training should have access to it. The document should be used to establish a common framework of expectations and will help to promote the highest professional standards for all entrants to the teaching profession.

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Annex A: Introduction to
the Professional Standards
for Teachers

General introduction to the QTS standards and ITT requirements

Standards for the award of QTS

The standards for the award of QTS are outcome statements that set out what a trainee teacher must know, understand and be able to do to be awarded QTS. They were developed through a process of public consultation that included the review and development of core, post-threshold, advanced skills teacher and excellent teacher standards. The full suite of standards is available at www.tda.gov.uk/standards. A range of stakeholders including accredited ITT providers and schools made a substantial contribution to the development of the new QTS standards. The consultation was informed by a changing education landscape. Every Child Matters, personalised learning, 14-19 reform, new professionalism, new equality duties and workforce reform have all guided the development of the standards.

The QTS standards apply to all trainee teachers, whatever route they take to QTS. They allow providers autonomy in deciding how they will organise their training and respond to the training needs of individual trainee teachers. They do not set a curriculum, nor do they specify how training should be designed or managed.

The revised QTS standards give ITT providers increased flexibility in the way they design their programmes, and encourage the use of professional judgement in the assessment of trainees. Many of the standards are inter-related, and single assessment opportunities will produce evidence for several different standards.

The standards are organised in three inter-related sections which describe the criteria for the award:

Professional attributes

These standards outline the attitudes and commitment to be expected of anyone qualifying to be a teacher. Expectations relate to the teacher's ability to: develop professional relationships, communicate with others, understand relevant legal frameworks, and engage with professional development.

Professional knowledge and understanding

These standards require NQTs to be confident in the subjects they teach and to have a clear understanding of how all children and young people make progress. Additionally, they require an understanding of how teachers contribute to the well-being of children and young people and of the variety of influences affecting child development.

Professional skills

These standards relate to the skills of teaching, including planning, assessing, monitoring, giving feedback, team working and collaboration. They establish clear expectations relating to the promotion of positive attitudes to learning, discipline and safe learning environments. They are underpinned by the attributes and knowledge covered in the first two sections.

Annex A contains the introduction to the full suite of professional standards for teachers.

Requirements for initial teacher training

The requirements for the provision of initial teacher training specify what ITT providers must do. They are organised in three sections:


- entry requirements
- training requirements
- management and quality assurance requirements.

Ofsted will judge whether providers are meeting the requirements when it inspects their provision. Details of how it will do this are contained in the Framework for the Inspection of Initial Teacher Education 2008-11 published by Ofsted, and in supplementary guidance.

Guidance

Guidance to accompany the QTS standards and ITT requirements is available on the TDA website at www.tda.gov.uk/qts

Qualified Teacher Status



Those recommended for the award of QTS(Q) should meet the following standards.

Professional attributes

Those recommended for the award of QTS (Q) should:

Relationships with children and young people

Q1

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2

Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Frameworks

Q3

- (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
- (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4

Communicate effectively with children, young people, colleagues, parents and carers.

Q5

Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Q6

Have a commitment to collaboration and co-operative working.

Personal professional development

Q7

- (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.
- (b) Identify priorities for their early professional development in the context of induction.

Q8

Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9

Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Those recommended for the award of QTS should:

Teaching and learning

Q10

Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11

Know the assessment requirements and arrangements for the subjects/ curriculum areas they are trained to teach, including those relating to public examinations and qualifications.

Q12

Know a range of approaches to assessment, including the importance of formative assessment.

Q13

Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and curriculum

Q14

Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15

Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16

Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).

Q17

Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18

Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20

Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21

- (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Those recommended for the award of QTS (Q) should:

Planning

Q22

Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23

Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24

Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25

Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

- (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion
- (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives
- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26

- (a) Make effective use of a range of assessment, monitoring and recording strategies.
- (b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27

Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28

Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29

Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

Q30

Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

Q31

Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team working and collaboration

Q32


Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.



ITT requirements



All ITT providers must ensure
all of the following.

Entry requirements

All ITT providers must ensure all of the following

GCSE requirement

R1.1

That all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics, and that all who intend to train to teach pupils aged 3-11 additionally have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Degree requirement

R1.2

That, in the case of graduate QTS courses of initial teacher training, all entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification¹.

Suitability requirements

R1.3

That all entrants:
as part of the provider's selection procedures, have taken part in an interview designed to assess their suitability to teach.

R1.4

That all entrants:
have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background check.

R1.5

That all entrants:
are provisionally registered with the GTC(E) within 28 days of the commencement of their training programme.

R1.6

That all entrants:

- (a) have the intellectual and academic capabilities needed to meet the required QTS standards;
- (b) possess the appropriate qualities, attitudes and values expected of a teacher;
- (c) can read effectively and are able to communicate clearly and accurately in Standard English;
- (d) have met the Secretary of State's requirements for health and physical capacity to teach.

¹ A first degree comprises 300 HE credit points of which 60 must be at level 6 of the NQF. Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at level 6 (HE Level 3) in order to attain an equivalent qualification.

Training requirements

All ITT providers must ensure all of the following:

Programme design requirement

R2.1

That the content, structure, delivery and assessment of training are designed to enable trainee teachers to demonstrate that they have met all of the QTS standards.

Training quality requirement

R2.2

That provision is of at least satisfactory quality ².

Resource requirement

R2.3

That they provide a range of suitable training resources to enable trainee teachers to demonstrate that they have met all of the QTS standards.

Individual training needs requirement

R2.4

That their training provision takes account of trainee teachers' individual training needs.

Equality of access requirement

R2.5

That their training provision ensures equality of access to training for all trainee teachers.

² As determined by Ofsted inspection grades

Induction requirement

R2.6

That all those who are recommended for QTS are informed about the statutory arrangements for the induction of newly qualified teachers, and have been supported in preparing for these.

Age range requirement

R2.7

That they prepare all trainee teachers to teach across two or more consecutive age ranges selected from the following:

Ages 3-5	(Foundation stage)
Ages 5-7	(School years 1-2)
Ages 7-9	(School years 3-4)
Ages 9-11	(School years 5-6)
Ages 11-14	(School years 7-9)
Ages 14-16	(School years 10-11)
Ages 16-19	(School years 12-13)

and engage them with the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are training to teach.

Time training in schools or settings requirement

R2.8

That training programmes are designed to provide trainee teachers with sufficient time being trained in schools and/or other settings to enable them to demonstrate that they have met the QTS Standards. This means they would typically be structured to include the following periods of time to be spent in training in schools or other settings ³:

A four year undergraduate QTS programme	160 days (32 weeks)
A two or three year QTS undergraduate programme	120 days (24 weeks)
A secondary graduate QTS programme	120 days (24 weeks)
A primary graduate QTS programme	90 days (18 weeks)
Employment based schemes	As determined by the training programme

Two school requirement

R2.9

That each trainee teacher has taught in at least two schools prior to recommendation for the award of QTS.

³Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts detailed in R2.8.

Management and quality assurance

All ITT providers must ensure all of the following:

Partnership requirements

R3.1

That partners establish a partnership agreement setting out the roles and responsibilities of each partner.

R3.2

That partners work together to contribute to the selection, training and assessment of trainee teachers against the QTS standards.

Compliance and safeguarding requirement

R3.3

That their provision complies with TDA's current accreditation criteria and all current legislation relevant to initial teacher training, such as that relating to equality, discrimination and child safeguarding.

Misconduct requirement

R3.4

That they have processes in place to ensure that any trainee teachers removed from or leaving a training programme as a result of misconduct are referred to the GTC(E).

Moderation requirement

R3.5

That rigorous internal and external moderation procedures are in place to assure the reliability, accuracy and consistency of assessments of trainee teachers against the QTS standards.

Monitoring and evaluation requirement

R3.6

That they monitor and evaluate all aspects of provision and demonstrate how these contribute to securing improvements in quality.

Graduate, registered, overseas-trained teacher and Teach First programmes

R3.7

That graduate, registered, overseas-trained teacher and Teach First programmes comply with the *General Conditions for the Graduate, Registered, Overseas-Trained Teacher and Teach First (ITT element) Programmes* in addition to the Secretary of State's current requirements for initial teacher training.

Introduction to the Professional Standards for Teachers (Annex A)

The following text is the introduction that accompanies the suite of professional standards for teachers. These can be found at www.tda.gov.uk/standards

Professional Standards for Teachers Qualified Teacher Status

Professional Standards for Teachers in England from September 2007⁴

Bringing coherence to the professional and occupational standards for the whole school workforce

1. The framework of professional standards for teachers will form part of a wider framework of standards for the whole school workforce. This includes the Training and Development Agency for Schools' (TDA) review of the national occupational standards for teaching/classroom assistants and the professional standards for higher level teaching assistants in consultation with social partners and other key stakeholders and a review of leadership standards informed by the independent review of the roles and responsibilities of head teachers and the leadership group.

What these standards cover

2. The framework of professional standards for teachers set out below defines the characteristics of teachers at each career stage. Specifically it provides professional standards for:

- the award of Qualified Teacher Status (QTS) (Q)
- teachers on the main scale (Core) (C)
- teachers on the upper pay scale (Post Threshold Teachers) (P)
- Excellent Teachers (E)
- Advanced Skills Teachers (ASTs) (A).

3. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions Document, which sets out the roles and responsibilities of teachers.

4. The framework of standards below is arranged in three interrelated sections covering:

- (a) professional attributes
- (b) professional knowledge and understanding
- (c) professional skills.

⁴The framework as a whole, as set out here, applies in England only. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards (as set out in the School Teachers' Pay and Conditions Document) and apply in England and Wales.



How the standards will be used

5. The standards provide the framework for a teacher's career and clarify what progression looks like. As now, to access each career stage a teacher will need to demonstrate that he/she has met the relevant standards. The process for this varies depending on the standards concerned. Teachers seeking Excellent Teacher or AST status need to apply and be assessed through an external assessment process. Teachers seeking to cross the threshold are assessed by their head teacher. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards and teachers who are assessed as meeting them also access the relevant pay scale.

6. The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the induction year, therefore, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context. This principle applies at all subsequent career stages. So, for example, teachers who have gone through the threshold would be expected to meet the core and post-threshold standards and to broaden and deepen their professional attributes, knowledge, understanding and skills in that context. There are no new criteria for pay progression for teachers paid on the upper pay scale in the 2006 School Teachers' Pay and Conditions Document.

7. The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. Whilst not all teachers will necessarily want to move to the next career stage, the standards will also support teachers in identifying ways to broaden and deepen their expertise within their current career stages.

8. All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their careers. There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage. The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experience, their role within the school, and reflect their use of up-to-date subject knowledge and pedagogy⁵.

9. In all these cases, performance management is the key process. Performance management provides the context for regular discussions about teachers' career aspirations and their future development, within or beyond their current career stage. The framework of professional standards will provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career stage and the career stage they are approaching. The relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development. For example, a teacher who aspires to become an AST will need to reflect on and discuss how they might plan their future development so they can work towards becoming an AST, and performance management would provide evidence for the teacher's future application.

10. All qualified teachers in maintained schools and non-maintained special schools are required to be registered with the GTCE. To maintain registration they must uphold the GTCE's Code of Conduct and Practice for Registered Teachers.

⁵ Extract from the Rewards and Incentives Group's (RIG) evidence (Section 9 'The New Teacher Professionalism') to the School Teachers' Review Body (STRB) on 25 May 2005.

11. The recommendation for the award of qualified teacher status and registration with the GTCE is made by an accredited Initial Teacher Training (ITT) provider following an assessment which shows that all of the QTS standards have been met. The Newly Qualified Teacher (NQT) may then begin the induction period. NQTs will not be required to meet fully the core standards until the end of their induction period. The core standards underpin all the subsequent standards and, where there is no progression at subsequent career stages, are valid at all points of teachers' careers within both their immediate workplace and the wider professional context in which they work. Each set of standards builds on the previous set, so that a teacher being considered for the threshold would need to satisfy the post-threshold standards (P) and meet the core standards (C); a teacher aspiring to become an Excellent Teacher would need to satisfy the standards that are specific to that status (E) and meet the preceding standards (C and P); and a teacher aspiring to become an AST would need to satisfy the standards that are specific to that status (A) as well as meet the preceding standards (C, P and E) – although they can apply for an AST post before going through the threshold. In practice, the standards relating to the excellence of their own teaching are common to ASTs and Excellent Teachers; the three additional AST standards are focused on their ability to carry out their work with other schools and on their leadership role.

12. The framework of standards is progressive, reflecting the progression expected of teachers as their professional attributes, knowledge, understanding and skills develop and they demonstrate increasing effectiveness in their roles. Post Threshold Teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards across the school, continue to develop their expertise post threshold and provide regular coaching and mentoring to less experienced teachers. Excellent Teachers provide an exemplary model to others

through their professional expertise, have a leading role in raising standards by supporting improvements in teaching practice and support and help their colleagues to improve their effectiveness and to address their development needs through highly effective coaching and mentoring. ASTs provide models of excellent and innovative teaching and use their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development (CPD) for other teachers. They carry out developmental work across a range of workplaces and draw on the experience they gain elsewhere to improve practice in their own and other schools.

13. All the standards are underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common Core of skills and knowledge for the children's workforce. The work of practising teachers should be informed by an awareness, appropriate to their level of experience and responsibility, of legislation concerning the development and well-being of children and young people expressed in the Children Act 2004, the Disability Discrimination Acts 1995 and 2005 and relevant associated guidance, the special educational needs provisions in the Education Act 1996 and the associated Special Educational Needs: Code of Practice (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, and the guidance Safeguarding Children in Education (DfES 0027 2004).

14. The professional standards must operate in the context of teachers' legal rights and contractual entitlements.

15. Nothing in the professional standards militates against teachers taking lawful industrial action.

Note on the terminology used in the standards

- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.
- The term 'colleagues' is used for all those professionals with whom a teacher might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom teachers may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.
- The term 'classroom' is used to encompass all the settings within and beyond the workplace where teaching and learning take place.
- The term 'workplace' refers to the range of educational establishments, contexts and settings (both in and outside the classroom) where teaching takes place.
- The term 'subjects/curriculum areas' is used to cover all forms of organised learning experienced across the curriculum. For example, areas of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.
- The terms 'lessons' or 'sequences of lessons' are used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.
- Where the phrase 'parents and carers' is used, it is understood that the term 'parents' includes both mothers and fathers.
- The term 'well-being' refers to the rights of children and young people (as set out and consulted upon in the Every Child Matters: Green Paper and subsequently set out in the Children Act 2004), in relation to:
 - physical and mental health and emotional well-being
 - protection from harm and neglect
 - education, training and recreation
 - the contribution made by them to society
 - social and economic well-being.
- The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all learners' capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalising learning' is not about individual lesson plans or individualisation (where learners are taught separately or largely through a one-to-one approach).



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