

# **Grading Criteria Document**

**Implementing the revised Teacher's Standards in Initial Teacher Education**

**Support materials**

**UCET and NASBTT April 2012**

- 1 Introduction**
- 2 Guidance on using the Teacher's Standards when assessing the outcomes of ITE**
- 3 QTS 2007 mapped against the revised Teacher's Standards**
- 4 Annex: A note on the process of the producing the guidance.**

## **Introduction**

**1** The publication of the revised standards for teachers in July 2011 brought with it both opportunity and challenge for the ITE sector. The introduction of a concise set of standards, applying both to teachers at the point of entry to the profession as well as to experienced practitioners, has the potential to offer a platform for the coherent approach to Initial Teacher Education, Induction and Continuing Professional Development that UCET and NASBTT have each long advocated. However implementing the standards in a relatively short period offers a challenge to the sector at a time when support and specific guidance from the DfE and other agencies has been reduced significantly. For this reason UCET and NASBTT has responded to the needs of members by taking a lead in developing guidance materials informed by strong professional understanding

### **a) Guidance on the use of the standards in assessing the outcomes of ITE.**

Accredited providers retain the distinctive responsibility for making the professional judgement as to whether each trainee has demonstrated the range of skills, knowledge and understanding required to be recommended for QTS at the end of the programme of ITE. Furthermore, the policy context which derives from the publication of the ITT Strategy and the subsequent Implementation Plan has created an environment in which numbers of smaller and relatively inexperienced ITE providers will shortly assume greater responsibility for training new teachers. Therefore the expectations that underlie the judgement for the award of QTS need to be articulated clearly to support consistency and confidence in standards of entry to the teaching profession. A commonly agreed set of expectations has the capacity to ensure an equitable experience for all trainees while supporting the raising of quality and standards which is a shared aspiration of all ITE providers. The guidance has been produced with those principles in mind and it has been closely aligned with the draft version of the Ofsted Trainee Characteristics document.

### **b) Mapping the standards**

The standards map reflects our strong view that there is coherence between the old and the new expectations and that this is a key message for trainees currently on programme. It is often the case that achievement will offer evidence for more than one standard, however for clarity and coherence each standard is represented once only. We anticipate that providers will operate a 'best fit' approach in interpreting them in practice.

## **2 Next steps**

This guidance is not being imposed upon the sector. It has been produced as a service, as a result of the expressed wish of both HEI and school based ITE providers, to be proactive in interpreting the revised standards in a constructive manner, drawing on significant professional knowledge and experience. During the summer term we will keep the guidance under review, crucially once Ofsted publishes the revised Trainee Characteristics document to accompany the revised inspection framework. Initially this current version of the guidance will be distributed as widely as possible by UCET and NASBTT. In the summer term the HEA will fund dissemination events in eight HEIs covering every region, to support the roll out of the work and to ensure that there is wide understanding of what has been achieved. These events will include a workshop during which teacher educators from the sector will be invited to contribute ideas and identify quality materials for the key themes in the Standards:

- Behaviour Management
- Assessment
- SEND
- EAL
- Subject (knowledge and pedagogy)
- Early Mathematics and SSSP
- Planning and Progression
- Professional Values and Responsibilities

The aspiration is to create a bank of resources to meet the needs of teacher educators, school mentors and student teachers working in partnership.

**Jacquie Nunn**  
**UCET Policy and Liaison Officer**  
**April 2012**

## A Guidance on the standards

| Teachers' Standards<br>DfE 2011   | UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS   | UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS with a 'good' grade.   | UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS with an 'outstanding' grade.  |
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| <p><b>PREAMBLE</b><br/>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.<br/>Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p> | <p><b>PREAMBLE</b><br/>These statements describe the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. In order to be awarded QTS the trainee will have been assessed as having met all of the standards at least at this level and many will have exceeded the minimum in some or all of the standards.</p> <p>As beginner teachers they will have had the opportunity to demonstrate achievement of all of the standards within the context of the ITE training programme, in some cases with appropriate support from experienced practitioners. It is expected that the beginner teacher will have personal and pedagogical aspirations that will be met in the context of the NQT phase and through ongoing professional development.</p> <p>Trainees to be awarded QTS teach at least satisfactory lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.</p> | <p><b>PREAMBLE</b><br/>The Teacher's Standards are not graded. However in the context of the external assessment of ITE providers are required to grade trainees. These statements describe how those trainees graded as 'good' at the point of the award of QTS may have demonstrated additional achievement against the standards.</p> <p>'Good' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as 'good' teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.</p> | <p><b>PREAMBLE</b><br/>The Teacher's Standards are not graded. However in the context of the external assessment of ITE providers are required to grade trainees. These statements describe how those trainees graded as 'outstanding' at the point of the award of QTS may have demonstrated additional achievement against the standards.</p> <p>'Outstanding' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as 'outstanding' teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.</p> |

| <b>PART ONE: Teaching. A teacher must:</b>  |   |  |  |
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| <p><b>1 Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>- establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</p> | <p><b>Those trainees graded as `good' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.</p> <p>They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.</p> | <p><b>Those trainees graded as `outstanding' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.</p> <p>There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.</p> |

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| <p><b>2 Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>- be accountable for attainment, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge</li> <li>- guide pupils to reflect on the progress they have made and their emerging needs</li> <li>- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>- encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</p> | <p><b>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.</p> | <p><b>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</p> |
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| <p><b>3 Demonstrate good subject and curriculum knowledge</b></p> <p>-have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>-demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>-if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>-if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.</p> <p><b>In relation to early reading:</b> All primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, to be able to apply this effectively across the</p> | <p><b>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.</p> <p><b>In relation to early reading:</b> primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.</p> | <p><b>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.</p> <p><b>In relation to early reading:</b> primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age-phases they are training to teach.</p> |
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|  | <p>specific age phases they are training to teach. <b>(See 'Systematic Synthetic Phonics in ITT: Guidance and Support Materials' for further information).</b></p> <p><b>In relation to early mathematics:</b> all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, to be able to apply this effectively across the specific age phases they are training to teach. <b>(See: 'Understanding Arithmetic in ITT Mathematics' for definition and further information).</b></p> | <p><b>In relation to early mathematics:</b> primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach.</p> | <p><b>In relation to early mathematics:</b> primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age-ranges they are training to teach.</p> |
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| <p><b>4 Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>- impart knowledge and develop understanding through effective use of lesson time</li> <li>-promote a love of learning and children’s intellectual curiosity</li> <li>-set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>-reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>-contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out of class work can sustain learners’ progress and consolidate learning and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils’ learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and / or develop the school’s medium term plans, schemes of work, curriculum frameworks etc.</p> | <p><b>Those trainees graded as ‘good’ at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.</p> | <p><b>Those trainees graded as ‘outstanding’ at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They plan lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p> |
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| <p><b>5 Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>-have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>-demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>-have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.</p> | <p><b>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p> | <p><b>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</p> |
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| <p><b>6 Make accurate and productive use of assessment</b></p> <p>-know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>-make use of formative and summative assessment to secure pupils' progress</p> <p>-use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>-give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They have a secure understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</p> | <p><b>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve</p> | <p><b>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress</p> |
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| <p><b>7 Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>-have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>-have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>-manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>-maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.</p> | <p><b>Those trainees rated as 'good' at the end of the programme of ITE may have demonstrated that:</b></p> <p>They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p> | <p><b>Those trainees rated as 'outstanding' at the end of the programme of ITE may have demonstrated that:</b></p> <p>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p> |
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| <p><b>8 Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>-make a positive contribution to the wider life and ethos of the school</li> <li>-develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>-deploy support staff effectively</li> <li>-take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>-communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul> | <p><b>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b></p> <p>They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. They communicate effectively at set points in the school year, including at parents' evenings and through written reports. They understand the need to communicate at other points in response to individual pupils' emergent needs.</p> | <p><b>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs.</p> | <p><b>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</b></p> <p>They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs.</p> |
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| <b>PART TWO: Personal and professional conduct</b>   |   |
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| <b>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</b>   | <b>Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they undertake all trainees are expected to demonstrate high professional standards from the outset. For that reason the standards in Part Two are not graded. By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</b> |
| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:<br>- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position<br>-having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions<br>-showing tolerance of and respect for the rights of others<br>-not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs<br>-ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. | They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.                                   |
| Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.  | They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality  |
| Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.  | They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.   |

## B Teachers' Standards 2011 mapped against The Professional Standards for Teachers (QTS) 2007

| Relationships with children and young people, setting high expectations and motivating learners  |  |
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| Teachers' Standards 2011   | QTS 2007   |
| <p><b><u>PART ONE: TEACHING</u></b></p> <p><b>A teacher must:</b></p> <p><b>1 Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>  | <p>Those recommended for the award of QTS should:</p> <p><b>Relationships with children and young people</b><br/> <b>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.</b><br/> <b>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</b></p> <p><b>Learning environment</b><br/> <b>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</b></p> |
| Pupil progress   |  |
| Teachers' Standards 2011   | QTS 2007   |
| <p><b>2 Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>plan teaching to build on pupils' capabilities and prior knowledge</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> | <p><b>Assessing, monitoring and giving feedback</b><br/> <b>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</b></p> <p><b>Reviewing teaching and learning</b><br/> <b>Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</b></p>   |
| Subject and curriculum knowledge and pedagogy  |  |
| Teachers' Standards 2011   | QTS 2007   |
| <p><b>3 Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas,</li> </ul>   | <p><b>Subjects and curriculum</b><br/> <b>Q14 Have a secure knowledge and understanding of their subjects/curriculum areas</b></p>   |

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| <p>foster and maintain pupils' interest in the subject, and address misunderstandings</p> <ul style="list-style-type: none"> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> | <p>and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.</p> <p><b>Q15</b> 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.</p> <p><b>Literacy, numeracy and ICT</b></p> <p><b>Q16</b> Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT). <i>(Nb. These are shortly to become entry tests for teacher training and the proposal is to limit candidates to two resits. These changes will come into force from September 2012 for trainees who are starting training from September 2013).</i></p> <p><b>Q17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</p>  |
| <b>Effective classroom practice</b>   |   |
| <b>Teachers' Standards 2011</b>   | <b>QTS 2007</b>   |
| <p><b>4 Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>  | <p><b>Planning</b></p> <p><b>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.</b></p> <p><b>Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.</b></p> <p><b>Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</b></p> <p><b>Teaching</b></p> <p><b>Q25</b> Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p> <p>(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion</p> <p>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives</p> <p>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries</p> |

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|   | effectively.<br>(d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.   |
| <b>Diversity and Special Needs: meeting the needs of all pupils</b>   |  |
| <b>Teachers' Standards 2011</b>   | <b>QTS 2007</b>  |
| <p><b>5 Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul> | <p><b>Achievement and diversity</b><br/> <b>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.</b><br/> <b>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.</b><br/> <b>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.</b></p> <p><b>Health and well-being</b><br/> <b>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><br/> <b>Q21(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.</b></p> |
| <b>Assessment for learning</b>  |  |
| <b>Teachers' Standards 2011</b>   | <b>QTS 2007</b>  |
| <p><b>6 Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent</li> </ul>   | <p><b>Assessment and monitoring</b><br/> <b>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.</b><br/> <b>Q12 Know a range of approaches to assessment, including the importance of formative assessment.</b></p>   |

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| <p>lessons</p> <ul style="list-style-type: none"> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>   | <p><b>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.</b><br/> <b>Assessing, monitoring and giving feedback</b><br/> <b>Q26(a) Make effective use of a range of assessment, monitoring and recording strategies.</b><br/> <b>Q26(b) Assess the learning needs of those they teach in order to set challenging learning objectives.</b><br/> <b>Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</b></p> |
| <b>Managing behaviour</b>   |   |
| <b>Teachers' Standards 2011</b>   | <b>QTS 2007</b>   |
| <p><b>7 Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> | <p><b>Knowledge and understanding</b><br/> <b>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.</b></p> <p><b>Learning environment</b><br/> <b>Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.</b></p>  |
| <b>The wider professional role of the teacher</b>   |   |
| <b>Teachers' Standards 2011</b>   | <b>QTS 2007</b>   |
| <p><b>8 Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>  | <p><b>Communicating and working with others</b><br/> <b>Q4 Communicate effectively with children, young people, colleagues, parents and carers.</b><br/> <b>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.</b><br/> <b>Q6 Have a commitment to collaboration and cooperative working.</b></p>  |

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| <ul style="list-style-type: none"> <li>communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>  | <p><b>Personal professional development</b><br/> <b>Q7(a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.</b><br/> <b>Q7(b) Identify priorities for their early professional development in the context of induction.</b><br/> <b>Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.</b><br/> <b>Q9 Act upon advice and feedback and be open to coaching and mentoring.</b></p> <p><b>Team working and collaboration</b><br/> <b>Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.</b><br/> <b>Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</b></p>                 |
| <b>Professional attributes and suitability to teach</b>   |  |
| <b>Teachers' Standards 2011</b>   | <b>QTS 2007</b>  |
| <p><b><u>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</u></b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>-treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>-having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>-showing tolerance of and respect for the rights of others</li> <li>-not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> </ul> </li> </ul> | <p><b>Frameworks</b><br/> <b>Q3(a) Be aware of the professional duties of teachers and the statutory framework within which they work.</b><br/> <b>Q3(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</b></p> <p><b><u>From the ITT Requirements applicable to all accredited ITT providers Suitability requirements.</u></b><br/> <b>Providers must ensure:</b><br/> <i>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.</i><br/> <i>R1.4 That all entrants: have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background check.</i><br/> <i>R1.5 That all entrants: are provisionally registered with the GTC(E) within 28 days of the commencement of their training programme.</i><br/> <i>R1.6 That all entrants:</i></p> |

-ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

- 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.*

NOTE: Part Two of the Teachers' Standards 2011 effectively replaces the current GTCE Code of Conduct. Some elements represented in Part Two of the revised Teachers' Standards are currently expressed as ITT Requirements linked to selection and entry. They are included here for ease of reference and pending further information on the role of the Teaching Agency in relation to Teacher Registration from April 2012. They are not intended to be interpreted as additional standards.

## **Annex 1**

### **A note on the process of developing the guidance**

Following an open invitation a group of provider representatives met in London on 4 January 2012 to consider the scope and nature of any guidance and to begin consideration of the style and purposes of any material produced. We reviewed the evidence base for change, including the revised Ofsted trainee characteristics and the section on Teaching Quality taken from the current Schools Inspection Framework. In a subsequent meeting on 8 February 2012 the group received updates from Ofsted and the TDA and were assured of endorsement in principle of the approach being taken. It was agreed that the initial output from this process should be initially to produce a statement of the base-line expectation for the award of QTS, accompanied by indicative descriptors of 'good' and 'outstanding' achievement. Some initial drafting was developed against each of the eight teaching standards. It was also agreed that much of the documentation being developed in partnerships and by colleagues with specialist expertise for example in SEN, Behaviour, EAL, as well as the limited TA / DFE guidance we expect on Phonics and Arithmetic might appear later as supporting material in a 'third layer' of guidance and exemplification. These materials would be developed by providers and teacher educators with specialist knowledge. Subsequently a drafting group met on two occasions to develop and refine the guidance. A draft version of the guidance for the award of QTS was considered and endorsed by each of the UCET committees in March 2012 and by NASBTT colleagues. Throughout we have been encouraged by the involvement of the HEA, who have made available helpful funding to support participation in the process.

### **Participants:**

UCET: James Noble-Rogers, Jacquie Nunn, NASBTT: Martin Thompson, Ofsted: Jennie Dowling, Shaaron Sanderson (with the support of Angela Milner, Head of ITE for Ofsted), TDA: Jeff Williams, HEA: Kathy Wright

Provider representatives: Jonathan Allen (Reading University), \*Clif Bingham (Stockton on Tees TTP), \*Diana Brightling (University of Brighton), Kim Brown (IoE), Cliff Ford (Roehampton University), Derval Carey-Jenkins (University of Worcester), \*Andy Connell (Keele University), \* Julia Croft (University of Bedfordshire), John Everson (Nottingham Trent University), Liz Fleet (Chester University), \*Alison Fletcher (University of the West of England), Kathryn Gerrard (Leeds Trinity), Paul Hopkins (University of Hull), Jo McShane (Newcastle University), Paul Key (University of Winchester), \*Trevor Mutton (Oxford University), Carol Nind (Suffolk and Norfolk Primary SCITT), Lesley-Anne Pearson (University of Huddersfield), Deborah Roberts (Warwick University), Ken Robson (Kingston University), Abi Slade (West Hill School, Surrey), Joanna Thomas (Warwick University), Steve Wilkinson (Leeds Trinity), Tricia Young (Sheffield Hallam University), Alison Winson (University of Worcester) [\* indicates members of the drafting group].