

Qualifying to teach

Professional standards for qualified teacher status and requirements for initial teacher training



The standards and requirements in this document replace DfEE Circular 4/98 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; and the requirements for training providers and those who make recommendations for the award of qualified teacher status. Only those trainee teachers who have met all of the standards will be awarded qualified teacher status.

The document is relevant to anyone involved in initial teacher training, including trainee teachers, qualified teachers and those who employ and support newly qualified teachers. All those directly 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 everyone coming into the teaching profession.

Foreword

The teaching profession has never been in better shape.

Teaching standards – already high – have been improving year on year and the effect can be seen in schools, in pupils' performance.

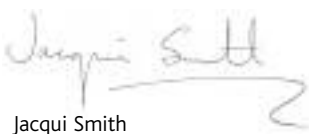
Against this background, it has been heartening to observe equal and sometimes greater improvements in the standards achieved by newly qualified teachers entering the profession. These improvements have come about because of the high expectations of those working in the initial teacher training sector and the quality of training they provide. The sector is helping to make sure that new teachers hit the ground running.

This document sets out the high standards that trainee teachers must achieve to enter the teaching profession. It also sets out the requirements for providing initial teacher training. The document has been prepared after extensive monitoring and a wide-ranging consultation. We are grateful to everybody who has taken part.

It has been encouraging to find how many of the colleagues we consulted are keen to look forward. They recognise that the profession is changing and that initial teacher training needs to make sure that new teachers, who will help shape the future of the profession, are prepared for these changes.

Of course, initial training is not an end in itself, but the start of a long-term process of professional development, and effective teaching depends on working well with everyone else who has a stake in the education of our children.

The new standards and requirements should ensure that all new teachers have the subject knowledge and the teaching and learning expertise they need, and are well prepared for the wider professional demands of being a teacher. They will also help to ensure that training tackles issues such as behaviour management and social inclusion well. However, high expectations ultimately come from individuals – from people working in higher education and in schools, and from new teachers themselves. We believe that the framework provided here is strong, and that it will support continued improvement right across the sector.



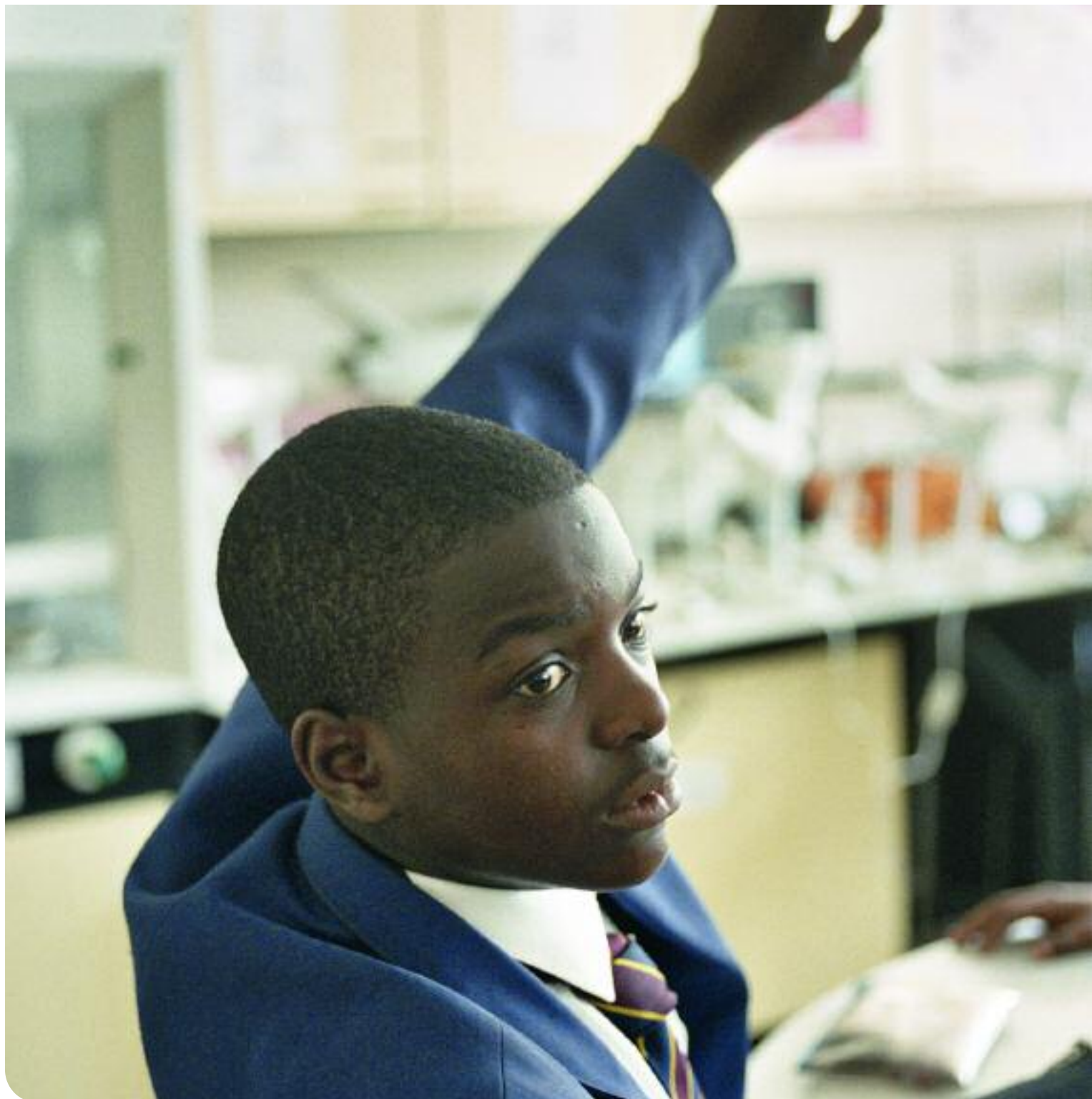
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Contents

Introduction	5
Standards for the award of qualified teacher status	8
Requirements for initial teacher training	16



Introduction

Teaching is one of the most influential professions in society. In their day-to-day work, teachers can and do make huge differences to children's lives: directly, through the curriculum they teach, and indirectly, through their behaviour, attitudes, values, relationships with and interest in pupils.

Good teachers are always optimistic about what their pupils can achieve, whatever their background or circumstances. They know from experience how pupils respond to success by succeeding further. They understand that all their pupils are capable of significant progress and that their potential for learning is unlimited. But teaching involves more than care, mutual respect and well-placed optimism. It demands knowledge and practical skills, the ability to make informed judgements, and to balance pressures and challenges, practice and creativity, interest and effort, as well as an understanding of how children learn and develop. It recognises the important part other people play in pupils' learning: in the classroom, the home and the local community.

Just as teachers must have high expectations of their pupils, so pupils, parents and carers are entitled to have high expectations of teachers. Teaching is a creative, intellectually demanding and rewarding job, so the standards for joining the profession must be high too. Skilled practitioners can make teaching look easy but they have learned their skills and improved them through training, practice, evaluation and by learning from other colleagues.

Qualified teacher status (QTS) is the first stage in a continuum of professional development that will continue through the induction period and throughout a teacher's career. Initial training lays the foundation for subsequent professional and career development. During the induction period, newly qualified teachers can build on the strengths identified in their initial teacher training (ITT), and work on the areas which they and those

working with them have highlighted as priorities for future professional development. This should help them to play an active role in their early professional development and performance management, and that of their colleagues.

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.

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

Professional values and practice

These standards outline the attitudes and commitment to be expected of anyone qualifying to be a teacher, and are derived from the professional code of the General Teaching Council for England.

Knowledge and understanding

These standards require newly qualified teachers to be confident and authoritative in the subjects they teach and to have a clear understanding of how all pupils should progress and what teachers should expect them to achieve.

Teaching

These standards relate to skills of planning, monitoring and assessment, and teaching and class management. They are underpinned by the values and knowledge covered in the first two sections.

Introduction

(continued)

The 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 individual trainee teachers' needs. They do not set a curriculum, nor do they specify how training should be organised or run.

These standards are a rigorous set of expectations and set out the minimum legal requirement. We know that many primary teacher trainers will choose to supplement this minimum by continuing to offer a subject or phase specialism. Other trainers may choose to provide additional training which develops trainee teachers' knowledge and skills, for instance by offering:

- a specialist area of study such as the teaching of children with special educational needs, or gifted and more able pupils, or a curriculum area such as personal, social and health education and citizenship
- a non-national curriculum subject specialism
- training to meet the standards for teaching and supporting learning in further education
- an area of training relevant to the traditions or needs of a region, such as training to work in multilingual classrooms.

Requirements for initial teacher training

The requirements for the provision of initial teacher training specify what providers of ITT must do.

They are organised in four sections:

- trainee entry requirements
- training and assessment
- management of the ITT partnership
- quality assurance.

They underline the essential contribution that schools and other settings make to ITT.

These requirements apply to all types of provision and all ITT providers must meet them.

The handbook of guidance

The standards and requirements are accompanied by a handbook which helps to explain the standards and requirements. The guidance in this handbook is non-statutory.

The *Handbook* is in two parts. The first part is a resource that includes a range of knowledge and skills relevant to the standards. For example, it describes the kind of evidence that would show a trainee teacher has met standards relating to inclusion and good behaviour in the classroom. It provides examples of what trainee teachers might teach in the foundation stage and in relation to the national strategies for key stages 1, 2 and 3. It also includes examples of what trainee primary teachers might be trained to teach across a range of subjects. Providers can refer to this *Handbook* for clarification and support in their assessment of trainee teachers, to check the content of their training, and as a reference source in the quality assurance of training. Trainee teachers will find it helpful to refer to the *Handbook* to support their self-assessment and to extend their professional skills.

The second part clarifies each of the requirements for ITT. It provides extra supporting information and suggests questions for providers to consider when evaluating the training they are providing. It also contains guidance on developing effective partnerships with schools.

Ofsted produces an inspection handbook giving details of the inspection of ITT – this includes an inspection framework produced in association with the TDA. Ofsted bases its inspections on the statutory requirements. Full inspections focus on the standards achieved by trainee teachers as well as the management and quality assurance requirements, and the training and assessment of trainees. Short inspections focus on the requirements relating to management and quality assurance. Ofsted does not inspect against non-statutory guidance contained in the TDA *Handbook*.

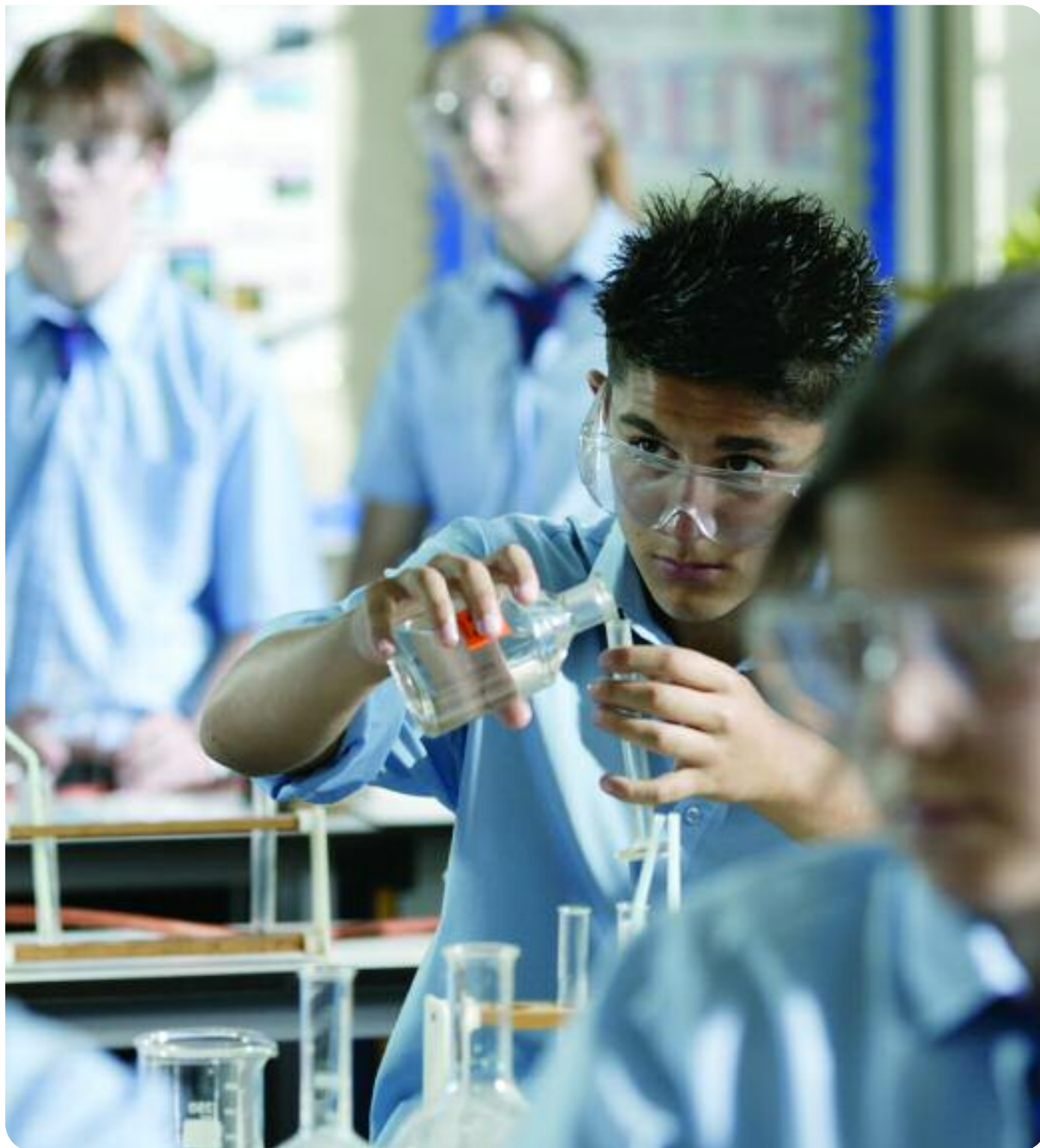
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Further copies can be ordered free of charge by calling 0845 6060 323.

This document is also available on the TDA and DfES websites at www.tda.gov.uk/qualifyingtoteach and www.dfes.gov.uk

Standards for the award of QTS



S.1 Those awarded QTS must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following:

S1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.

S1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.

S1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.

S1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.

S1.5 They can contribute to, and share responsibly in, the corporate life of schools*.

S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.

S1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.

S1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

*In this document, the term 'schools' includes further education and sixth form colleges and early years settings where trainee teachers can demonstrate that they meet the standards for QTS.

S.2 Those awarded QTS must demonstrate all of the following:

S.2.1 They have a secure knowledge and understanding of the subject(s)* they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level.

In relation to specific phases, this includes:

- a. For the foundation stage, they know and understand the aims, principles, six areas of learning and early learning goals described in the QCA/DfEE *Curriculum guidance for the foundation stage* and, for reception children, the frameworks, methods and expectations set out in the national numeracy and literacy strategies.
- b. For key stage 1 and/or 2, they know and understand the curriculum for each of the national curriculum core subjects, and the frameworks, methods and expectations set out in the national literacy and numeracy strategies. They have sufficient understanding of a range of work across the following subjects:
 - history or geography
 - physical education
 - ICT
 - art and design or design and technology
 - performing arts, and
 - religious educationto be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary.
- c. For key stage 3, they know and understand the relevant national curriculum programme(s) of study, and for those qualifying to teach one or more of the core subjects, the relevant frameworks, methods and expectations set out in the national strategy for key stage 3. All those qualifying to teach a subject at key stage 3 know and understand the cross-curricular expectations of the national curriculum and are familiar with the guidance set out in the national strategy for key stage 3.
- d. For key stage 4 and post-16, they are aware of the pathways for progression through the 14-19 phase in school, college and work-based settings. They are familiar with the key skills as specified by QCA and the national qualifications framework, and they know the progression within and from their own subject and the range of qualifications to which their subject contributes. They understand how courses are combined in students' curricula.

*The foundation stage is organised into six areas of learning rather than into subjects. Throughout this document, references to 'subjects' include these areas of learning.

S2.2 They know and understand the values, aims and purposes and the general teaching requirements set out in the *National curriculum handbook*. As relevant to the age range they are trained to teach, they are familiar with the programme of study for citizenship and the national curriculum framework for personal, social and health education*.

S2.3 They are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach.

S2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.

S2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.

S2.6 They understand their responsibilities under the *SEN Code of practice*, and know how to seek advice from specialists on less common types of special educational needs.

S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.

S2.8 They have passed the QTS skills tests in numeracy, literacy and ICT.

*For those qualifying to teach in key stage 1 and/or 2 this includes citizenship.

S3.1 Planning, expectations and targets

Those awarded QTS must demonstrate all of the following:

S3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:

- the pupils
- evidence of their past and current achievement
- the expected standards for pupils of the relevant age range
- the range and content of work relevant to pupils in that age range.

S3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.

S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

S3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.

S3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

S3.2 Monitoring and assessment

Those awarded QTS must demonstrate all of the following:

S3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

S3.2.3 They are able to assess pupils' progress accurately using, as relevant, the early learning goals, national curriculum level descriptions, criteria from national qualifications, the requirements of awarding bodies, national curriculum and foundation stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.

S3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

S3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

S3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.

S3.2.7 They are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

S3.3 Teaching and class management

Those awarded QTS must demonstrate all of the following:

S3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

S3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:

- a. Those qualifying to teach foundation stage children teach all six areas of learning outlined in the QCA/DfEE *Curriculum guidance for the foundation stage* and, for reception children, the objectives in the national literacy and numeracy strategy frameworks competently and independently;
- b. Those qualifying to teach pupils in key stage 1 and/or 2 teach the core subjects (English, including the national literacy strategy, mathematics through the national numeracy strategy, and science) competently and independently.

They also teach, for either key stage 1 or key stage 2, a range of work across the following subjects:

- history or geography
- physical education
- ICT
- art and design or design and technology, and
- performing arts

independently, with advice from an experienced colleague where appropriate;

- c. Those qualifying to teach key stage 3 pupils teach their specialist subject(s) competently and independently using the national curriculum programmes of study for key stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at key stage 3 use the relevant frameworks, methods and expectations set out in the national strategy for key stage 3. All those qualifying to teach a subject at key stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the national strategy for key stage 3, in their teaching, as appropriate to their specialist subject;
- d. Those qualifying to teach key stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the national curriculum programmes of study and related schemes of work, or programmes specified for national qualifications*. They also provide opportunities for pupils to develop the key skills specified by QCA.

*This could include work-related learning.

S3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:

- make learning objectives clear to pupils
- employ interactive teaching methods and collaborative group work
- promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.

S3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.

S3.3.5 They are able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.

S3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

S3.3.7 They organise and manage teaching and learning time effectively.

S3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

S3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.

S3.3.10 They use ICT effectively in their teaching.

S3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.

S3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.

S3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.

S3.3.14 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

Requirements for initial teacher training



R.1 All providers must:

R1.1 Satisfy themselves that all entrants have the capability to meet the required standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers.

R1.2 Ensure that all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics.

R1.3 Ensure that all entrants born on or after 1 September 1979 who enter primary or key stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Update, 1 October 2006.

Employment Equality (Age) Regulations 2006 – SI No 2006/1031 came into force on 1 October 2006. In light of this legislation all entrants to primary or key stage 2/3 ITT must have achieved a standard of science equivalent to grade C GCSE, regardless of date of birth.

R1.4 Ensure that all entrants have met the Secretary of State's requirements for physical and mental fitness to teach, as detailed in the relevant circular.

R1.5 Ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children.

R1.6 Satisfy themselves that all entrants can read effectively, and are able to communicate clearly and accurately in spoken and written Standard English.

R1.7 Ensure that, in the case of postgraduate courses of initial teacher training, entrants hold a degree of a United Kingdom higher education institution or equivalent qualification*.

R1.8 Ensure that, as part of the selection procedures, all candidates admitted for training have taken part in a group or individual interview.

*Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at HE level 3.

R.2 All providers must:

R2.1 Design the content, structure and delivery of training to enable trainee teachers to demonstrate that they have met the standards for the award of QTS.

R2.2 Ensure that trainee teachers' achievement against the QTS standards is regularly and accurately assessed, and confirm that all trainee teachers have been assessed against and have met all the standards before being recommended for the award of QTS.

R2.3 Ensure that training takes account of individual training needs.

R2.4 Prepare all trainee teachers to teach across at least two consecutive key stages which, for the purpose of this requirement, include the foundation stage and the 16-19 age range.

R2.5 Ensure that trainee teachers spend at least the following amounts of time being trained in schools, recognising that a trainee's former experience of working with pupils may count towards these totals:

- 32 weeks for all four year undergraduate programmes
- 24 weeks for all two and three year undergraduate programmes
- 24 weeks for all secondary and key stage 2/3 postgraduate programmes
- 18 weeks for all primary postgraduate programmes.

Each trainee teacher must have experience in at least two schools. Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts above. Teaching in settings other than schools may also count towards these totals provided they enable trainee teachers to work towards the achievement of the standards.

R2.6 Ensure that all those who are recommended for QTS receive and are supported in completing a TDA career entry and development profile, are informed about the statutory arrangements for the induction of newly qualified teachers and have been helped to prepare for these.

R.3 All providers must:

R3.1 Work in partnership with schools and actively involve them in:

- planning and delivering initial teacher training
- selecting trainee teachers
- assessing trainee teachers for QTS.

R3.2 Set up partnership agreements which:

- make clear to everyone involved each partner's role and responsibilities
- set out arrangements for preparing and supporting all staff involved in training
- make clear how resources are divided and allocated between the partners.

R3.3 Make sure the partnership works effectively, and that the training is coordinated and consistent, with continuity across the various contexts where it takes place.

R.4 All providers must:

R4.1 Ensure that their provision complies with the secretary of state's current requirements for initial teacher training.

R4.2 Ensure that trainee teachers have access to the books, ICT and other resources they need – relevant to the age ranges and subjects they are training for – to develop trainee teachers' knowledge, understanding and skills to at least the standards required for the award of QTS.

R4.3 Ensure that rigorous internal, and independent external, moderation procedures are in place to assure the reliability and accuracy of assessments.

R4.4 Ensure that issues concerning quality raised through internal and external moderation are investigated and addressed to improve the training.

R4.5 Systematically monitor and evaluate all aspects of provision to improve its quality and ensure that it complies with the current requirements for initial teacher training. Systems should be in place to:

- identify targets for improvement
- review provision against these targets
- specify the action to be taken to secure improvements
- ensure that the specified action is taken, and that it leads to improvement.

R4.6 If they regularly provide training, benchmark their performance over time, and against similar providers, using externally and internally produced evidence to inform target-setting and planning for improvement.

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