

Standards for Classroom Teachers

Introduction

Teaching is a creative, intellectually demanding and rewarding graduate profession. To be successful, teachers must act with integrity and like and enjoy working with children and young people in order to promote their development and to motivate them to learn. The standards that follow set out the expectations for classroom teachers at different points in their careers. They are underpinned by four fundamental values:

- a belief in the capacity of children and young people to make progress and to achieve well;
- a recognition that children and young people should be treated fairly and with respect, and their opinions and feelings taken into account;
- a belief that children and young people should be able to learn in a safe and secure environment;
- a recognition of the importance of involving parents, carers and other professionals in safeguarding and promoting the welfare and educational attainment of children and young people.

In return, teachers have a right to be respected and to be able to work in a civilised environment.

The standards are set out in three inter-related sections:

- **Professional Characteristics/Qualities and Responsibilities:** this section sets out the personal qualities that teachers should possess in order to meet their responsibilities;
- **Professional Knowledge and Understanding:** this section indicates the areas about which teachers should be well informed;
- **Teaching, Learning and Assessing:** this section states what teachers should be able to do.

The standards for Qualified Teacher Status (QTS) underpin all the subsequent standards and are valid at all points of teachers' careers within both their immediate workplace and the wider professional context in which they work. The standards are the basis for making judgements on teachers' performance and have been constructed to facilitate their secure and consistent achievement.

The standards are also underpinned thematically by the five key outcomes for children and young people identified in *Every Child Matters* and 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 well-being of children and young people expressed in the Disciplinary Discrimination Act (2005) and the Special Educational Needs and Disability Act (SENDA) 2001 and its associated codes of practice, the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act (RR(A)A) 2000, and the Department for Education and Skills (DfES) guidance *Safeguarding Children in Education*. Item 2.7 in Professional Knowledge and Understanding should be interpreted in the light of the requirements of these documents.

Note on the terminology used in the standards

For the purposes of brevity some abbreviated terminology is used in this document:

- The term 'learners' is an inclusive one. It refers to all those covered by the phrase 'children and young people', including those with special or additional learning needs.

- The term ‘colleagues’ is used to cover 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 might be expected to have professional working relationships.
- The term ‘workplace’ refers to the range of educational establishments and settings where teaching takes place. For Advanced Skills Teachers, the term ‘educational context/workplace’ is used to cover the different places where teaching takes place as a result of the AST’s outreach function.
- The term ‘subjects’ is used to cover all subjects, areas of learning and any other specialisms regardless of phase.

Standards for Classroom Teachers

1. PROFESSIONAL CHARACTERISTICS/QUALITIES AND RESPONSIBILITIES				
QTS STANDARDS	INDUCTION STANDARDS	PERFORMANCE THRESHOLD/SENIOR TEACHER STANDARDS	EXCELLENT TEACHER STANDARDS	ADVANCED SKILLS TEACHER STANDARDS
<i>Teachers with Qualified Teacher Status possess the knowledge and skills essential for them to be effective classroom teachers. These capacities underpin all the other standards.</i>	<i>In order to complete the induction period satisfactorily, an NQT must demonstrate that they continue to meet the QTS standards. Some QTS standards can be more consistently demonstrated and confirmed within the workplace than in training. These standards are emboldened below. Confirmation of QTS is dependent on the ability to sustain and consolidate the QTS standards in the employment context.</i>	<i>Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make a significant contribution to the ethos and success of the workplace.</i>	<i>Excellent Teachers work within their own school. Their work represents the pinnacle of classroom practice and they have a key responsibility to act as leaders of teaching and learning, supporters and mentors of colleagues, and advisors on continuing professional development (CPD).</i>	<i>Advanced Skills Teachers work both in their own schools and in a range of other educational contexts/workplaces. They have an important part to play in leading learning, developing teaching skills and promoting Continuing Professional Development (CPD) in those other contexts/workplaces, as well as improving practice in their own workplace by drawing on the experience gained elsewhere.</i>
Teachers with QTS should be able to:	NQTs should be able to:	Performance Threshold/Senior Teachers should be able to:	Excellent Teachers should be able to:	Advanced Skills Teachers should be able to:
Q1.1 demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with, all the learners they teach.	I1.1 demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with, all the learners they teach.	S1.1 demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with, all the learners they teach.	E1.1 demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with, all the learners they teach.	A1.1 demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with, all the learners they teach.
Q1.2 support and, where appropriate, contribute to the policies and practices of their workplace and share in the collective responsibility for their implementation.	I1.2 support and, where appropriate, contribute to, the policies and practices of their workplace and share in the collective responsibility for their implementation.	S1.2 actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.	E1.2 <ul style="list-style-type: none"> take a lead and play a significant part in developing the policies and practices of their workplace and promoting collective responsibility; act as role models in order to support and guide colleagues in the implementation of these policies and practices. 	A1.2 <ul style="list-style-type: none"> take a lead and play a significant part in developing and implementing the policies and practices of their workplace and those of other contexts/workplaces; act as role model in order to promote collective responsibility, and

				commitment to policies and practices in different educational contexts/workplaces.
<p>Q1.3</p> <ul style="list-style-type: none"> understand the contribution that they and other professional colleagues make to the level of learners’ attainment and their well-being; understand and respect the contribution that parents and carers can make to the level of learners’ attainment and their well-being; communicate effectively with all children, young people, parents and carers. 	<p>I1.3</p> <ul style="list-style-type: none"> understand the contribution that they and other professional colleagues make to the level of learners’ attainment and their well-being; understand and respect the contribution that parents and carers can make to the level of learners’ attainment and their well-being; communicate effectively with all children, young people, parents and carers. 	<p>S1.3</p> <ul style="list-style-type: none"> draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about, strategies designed to raise the level of learners’ attainment and secure their well-being; actively employ their experience to liaise and work cooperatively with parents and carers to raise the level of learners’ attainment and secure their well-being; communicate effectively with all children, young people, parents and carers. 	<p>E1.3</p> <ul style="list-style-type: none"> draw extensively on their professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners’ attainment and secure their well-being; actively employ their experience to promote cooperative working with parents and carers in order to raise the level of learners’ attainment and secure their well-being; communicate effectively with all children, young people, families and carers; help and guide colleagues in developing and implementing strategies designed to raise the level of learners’ attainment and to secure their well-being. 	<p>A1.3</p> <ul style="list-style-type: none"> draw extensively on their professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners’ attainment and secure their well-being; actively employ their experience to promote cooperative working with parents and carers in order to raise the level of learners’ attainment and secure their well-being in different contexts/workplaces; communicate effectively with all children, young people, families and carers; help and guide colleagues in different contexts/workplaces to develop and implement strategies designed to raise the level of learners’

1. PROFESSIONAL CHARACTERISTICS/QUALITIES AND RESPONSIBILITIES

				attainment and to secure their well-being.
<p>Q1.4 demonstrate a commitment to reflect on and improve their own practice, and take progressively increasing responsibility for identifying and meeting their own Continuing Professional Development needs.</p>	<p>I1.4 demonstrate a commitment to reflect on and improve their own practice, and take progressively increasing responsibility for identifying and meeting their own Continuing Professional Development needs.</p>	<p>S1.4 have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context, and take effective action to improve their performance through Continuing Professional Development.</p>	<p>E1.4</p> <ul style="list-style-type: none"> • evaluate and improve consistently their performance, extending their knowledge of pedagogy as it relates to their own subject/subject areas; • extend their knowledge and understanding of pedagogy to colleagues, and coach and mentor them in developing creative and effective approaches to teaching and learning; • contribute to an informed evaluation of the strengths and weaknesses of their workplace and, in the light of the findings, help to set priorities for the Continuing Professional Development of colleagues. 	<p>A1.4</p> <ul style="list-style-type: none"> • evaluate and improve consistently their performance, extend their knowledge of pedagogy as it relates to their own subject/subject areas; • extend their knowledge and understanding of pedagogy to colleagues in other contexts/workplaces, and take the lead in coaching and mentoring them in developing creative and effective approaches to teaching and learning; • where appropriate, take a lead in identifying and advising on the Continuing Professional Development needs of colleagues in other educational contexts/workplaces and how they might be met.
<p>Q1.5 identify and use opportunities to work with colleagues and, where appropriate manage them, in order to share and implement effective practice in the classroom.</p>	<p>I1.5 identify and use opportunities to work with colleagues and, where appropriate manage them, in order to share and implement effective practice in the classroom.</p>	<p>S1.5 take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.</p>	<p>E1.5 build on their own established pedagogical expertise and take a lead in demonstrating effective practice to colleagues, articulating how the quality of teaching and learning in their workplace can be improved.</p>	<p>A1.5 build on their own established pedagogical expertise and take a lead in demonstrating effective practice, articulating to colleagues in their own and other contexts/workplaces how the quality of teaching and learning can be improved.</p>
<p>Q1.6 adopt an open, positive and</p>	<p>I1.6 adopt an open, positive and</p>	<p>S1.6 improve their practice through a</p>	<p>E1.6</p> <ul style="list-style-type: none"> • take a lead in promoting 	<p>A1.6</p> <ul style="list-style-type: none"> • take a lead in promoting

1. PROFESSIONAL CHARACTERISTICS/QUALITIES AND RESPONSIBILITIES

Coverage of the Common Core of Skills and Knowledge for the Children’s Workforce

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<p>constructively critical approach towards innovation.</p>	<p>constructively critical approach towards innovation.</p>	<p>discriminating approach to innovation, identifying those practices most likely to raise the level of learners’ attainment both within their own subjects/subject areas and in the wider school context.</p>	<p>innovations and curriculum design that raise the level of learners’ attainment across the workplace;</p> <ul style="list-style-type: none"> • support colleagues in managing change and evaluating the advantages and disadvantages to be gained from it. 	<p>innovations and curriculum design that raise the level of learners’ attainment across the workplace;</p> <ul style="list-style-type: none"> • support and mentor colleagues in other contexts/workplaces in managing change and evaluating the advantages and disadvantages to be gained from it.
				<p>A1.7 show adaptability and sensitivity when working with colleagues, including senior leaders, and managers from other contexts/workplaces.</p>
				<p>A1.8 apply the experience gained from outreach work to improving the quality of teaching and learning in their own workplace</p>

2 PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

QTS STANDARDS	INDUCTION STANDARDS	PERFORMANCE THRESHOLD/SENIOR TEACHER STANDARDS	EXCELLENT TEACHER STANDARDS	ADVANCED SKILLS TEACHER STANDARDS
<p><i>Teachers with Qualified Teacher Status possess the knowledge and skills essential for them to be effective classroom teachers. These capacities underpin all the other standards.</i></p>	<p><i>In order to complete the induction period satisfactorily, an NQT must demonstrate that they continue to meet the QTS standards. Some QTS standards can be more consistently demonstrated and confirmed within the workplace than in training. These standards are emboldened below. Confirmation of QTS is dependent on the ability to sustain and consolidate the QTS standards in the employment context.</i></p>	<p><i>Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make a significant contribution to the ethos and success of the workplace.</i></p>	<p><i>Excellent Teachers work within their own school. Their work represents the pinnacle of classroom practice and they have a key responsibility to act as leaders of teaching and learning, supporters and mentors of colleagues, and advisors on continuing professional development (CPD).</i></p>	<p><i>Advanced Skills Teachers work both in their own schools and in a range of other educational contexts/workplaces. They have an important part to play in leading learning, developing teaching skills and promoting Continuing Professional Development (CPD) in those other contexts/workplaces, as well as improving practice in their own workplace by drawing on the experience gained elsewhere.</i></p>
<p>Teachers with QTS should:</p>	<p>NQTs should:</p>	<p>Performance Threshold/Senior Teachers should:</p>	<p>Excellent Teachers should:</p>	<p>Advanced Skills Teachers should:</p>
<p>Q2.1 have a secure and up-to-date knowledge and understanding of the subjects/subject areas they teach in relation to the prior learning, levels of attainment, future progression and transition of learners.</p>	<p>I2.1 have a secure and up-to-date knowledge and understanding of the subjects/subject areas they teach in relation to the prior learning, levels of attainment, future progression and transition of learners.</p>	<p>S2.1</p> <ul style="list-style-type: none"> • have a secure knowledge and understanding of the subjects/subject areas they teach in relation to the prior learning, levels of attainment, future progression and transition of learners; • have developed their knowledge and understanding of their subjects/subject area and of how learning progresses within them; • be up-to-date in their subjects and evaluate and integrate into their work recent developments, including those relating to pedagogy; 	<p>E2.1</p> <ul style="list-style-type: none"> • have an extensive and mature knowledge and understanding of the subjects/subject areas they teach in relation to the prior learning, levels of attainment, future progression and transition of learners; • have developed their knowledge and understanding of their subjects/subject areas and of how learning progresses within them; • be up-to-date in their subjects and evaluate and integrate into their work recent developments, including 	<p>A2.1</p> <ul style="list-style-type: none"> • have an extensive and mature knowledge and understanding of the subjects they teach in relation to the prior learning, levels of attainment, future progression and transition of learners; • have developed their knowledge and understanding of their subjects/subject areas and of how learning progresses within them; • be up-to-date in their subjects and evaluate and integrate into their work recent developments, including those

		<ul style="list-style-type: none"> identify opportunities for, and make effective contributions to, cross-curricular work and curriculum development. 	<p>those relating to pedagogy;</p> <ul style="list-style-type: none"> take a lead in identifying opportunities for, and make effective contributions to, cross-curricular work and curriculum development; show evidence of further professional study and involvement in wider professional networks. 	<p>relating to pedagogy;</p> <ul style="list-style-type: none"> take a lead in identifying opportunities for, and make effective contributions to, cross-curricular work and curriculum development; show evidence of further professional study and involvement in wider professional networks; disseminate their professional knowledge and expertise to colleagues in other contexts/workplaces and help them develop a deeper understanding of their subjects/subject areas.
<p>Q2.2 have a working knowledge and understanding of statutory and non-statutory curricula and other current initiatives for the subjects they teach.</p>	<p>I2.2 have a working knowledge and understanding of statutory and non-statutory curricula and other current initiatives for the subjects they teach.</p>	<p>S2.2 have a sound knowledge and understanding of statutory and non-statutory curricula and other current initiatives for the subjects they teach.</p>	<p>E2.2</p> <ul style="list-style-type: none"> have an extensive and well-informed knowledge and understanding of statutory and non-statutory curricula and other current initiatives for the subjects they teach; be able to impart this knowledge to others in the interests of raising attainment across their workplace; be able to act as leaders in their workplace in evaluating the opportunities and/or challenges these curricula and initiatives provide for learners. 	<p>A2.2</p> <ul style="list-style-type: none"> have an extensive and well-informed knowledge and understanding of statutory and non-statutory curricula, and other current initiatives for the subjects they teach; be able to impart this knowledge to others in the interests of raising attainment across their own and other workplaces; be able to act as leaders in their own and other contexts/workplaces in evaluating the opportunities and/or challenges these curricula and initiatives provide for learners.

<p>Q2.3 know the national and local assessment requirements and arrangements for their subjects, including those relating to public examinations and qualifications.</p>	<p>I2.3 know the national and local assessment requirements and arrangements for their subjects, including those relating to public examinations and qualifications.</p>	<p>S2.3</p> <ul style="list-style-type: none"> • have a sound knowledge and understanding of the assessment requirements and arrangements for their subjects, including those relating to public examinations and qualifications; • know how to use reports and other sources of feedback information from external bodies in order to raise levels of attainment. 	<p>E2.3</p> <ul style="list-style-type: none"> • have an extensive and well-informed knowledge and understanding of the assessment requirements and arrangements across all phases for their subjects, including those relating to public examinations and qualifications; • know how to take a lead in ensuring that there is a high level of awareness of effective practice in assessment among colleagues; • know how to support and guide colleagues across the workplace in the effective use of sources of feedback information from external bodies; • know how to advise colleagues on the suitability of different types of qualification and specification in relation to the needs of learners. 	<p>A2.3</p> <ul style="list-style-type: none"> • have an extensive and well-informed knowledge and understanding of the assessment requirements and arrangements across all phases for their subjects, including those relating to public examinations and qualifications; • know how take a lead in raising awareness of effective practice in assessment in different contexts/workplaces; • know how to support and guide colleagues in different contexts/workplaces in the effective use of sources of feedback information from external bodies; • know how to advise colleagues in different contexts/workplaces on the suitability of different types of qualification and specification in relation to the needs of learners.
<p>Q2.4 have a knowledge and understanding of a range of teaching and learning strategies for their subjects, and know how to use and adapt them to meet the varied needs of learners.</p>	<p>I2.4 have a knowledge and understanding of a range of teaching and learning strategies for their subjects, and know how to use and adapt them to meet the varied needs of learners.</p>	<p>S2.4 have a sound knowledge and understanding of a range of teaching and learning strategies for their subjects, and know how to use and adapt them to meet the varied needs of learners.</p>	<p>E2.4</p> <ul style="list-style-type: none"> • have an extensive, well-informed and critical understanding of those teaching and learning strategies that lead to the most effective learning; • know how to support and guide colleagues within their own workplace in selecting, using and adapting learning strategies in order to match learners' 	<p>A2.4</p> <ul style="list-style-type: none"> • have an extensive, well-informed and critical understanding of those teaching and learning strategies that lead to the most effective learning; • know how to support and guide colleagues within their own and other contexts/workplaces in selecting, using and adapting learning strategies in order to match learners' needs.

			needs.	
<p>Q2.5</p> <ul style="list-style-type: none"> understand how the progress and well-being of learners are affected by a range of influences and use this knowledge to inform their teaching and to support learners effectively; be aware of current legislation concerning the safeguarding and promotion of the welfare of children and young people. 	<p>I2.5</p> <ul style="list-style-type: none"> understand how the progress and well-being of learners are affected by a range of influences and use this knowledge to inform their teaching and to support learners effectively; be aware of current legislation concerning the safeguarding and promotion of the welfare of children and young people. 	<p>S2.5</p> <ul style="list-style-type: none"> understand how the progress and well-being of learners are affected by a range of influences and use this knowledge to inform their own teaching and that of colleagues and to support learners effectively; be well-informed of current legislation concerning the safeguarding and promotion of the welfare of children and young people. 	<p>E2.5</p> <ul style="list-style-type: none"> have a detailed and well-informed understanding of the different ways in which the progress and well-being of learners are affected by a range of influences, and plan how best to respond to them; know how to use this understanding to support and mentor colleagues; be well-informed of current legislation concerning the safeguarding and promotion of the welfare of children and young people. 	<p>A2.5</p> <ul style="list-style-type: none"> have a detailed and well-informed understanding of the different ways in which the progress and well-being of learners are affected by a range of influences, and plan how best to respond to them; know how to use this understanding to support and mentor colleagues in different contexts/workplaces; be well-informed of current legislation concerning the safeguarding and promotion of the welfare of children and young people.
<p>Q2.6</p> <p>know how to use skills in literacy, numeracy and Information Communication Technology to underpin their teaching and support their wider professional activities.</p>	<p>I2.6</p> <p>know how to use skills in literacy, numeracy and Information Communication Technology to underpin their teaching and support their wider professional activities.</p>	<p>S2.6</p> <ul style="list-style-type: none"> know how to use skills in literacy, numeracy and Information Communication Technology to underpin their teaching and support their wider professional activities; know how to analyse and use feedback, including statistical data, to evaluate the impact of their teaching and to monitor learners' progress and raise their level of attainment. 	<p>E2.6</p> <ul style="list-style-type: none"> have detailed and well-informed knowledge of how skills in literacy, numeracy and Information Communication Technology can be used to underpin their teaching and support their wider professional activities; know how to analyse and use feedback, including statistical data, to evaluate the impact of their teaching and to monitor learners' progress and raise their level of attainment; know the most appropriate courses of action to take in response to the findings from 	<p>A2.6</p> <ul style="list-style-type: none"> have detailed and well-informed knowledge of how skills in literacy, numeracy and Information Communication Technology can be used to underpin their teaching and support their wider professional activities; know how to analyse and use feedback, including statistical data, to evaluate the impact of their teaching and to monitor learners' progress and raise their level of attainment; know the most appropriate courses of action to take in response to the findings from

			<p>feedback and data analysis;</p> <ul style="list-style-type: none"> • know how to take a lead in supporting colleagues in the interpretation and use of feedback in order to improve their teaching and raise levels of learners’ attainment. 	<p>feedback and data analysis;</p> <ul style="list-style-type: none"> • know how to take a lead in supporting colleagues in different contexts/workplaces in the interpretation and use of feedback in order to improve their teaching and raise levels of learners’ attainment.
<p>Q2.7</p> <ul style="list-style-type: none"> • understand their responsibility to make effective provision for all learners and take active practical account of the principles of equality, inclusion and diversity in their teaching; • know and understand the roles of colleagues and other professionals who have specific responsibilities for learners who are gifted and talented or who have other special learning needs. 	<p>I2.7</p> <ul style="list-style-type: none"> • understand their responsibility to make effective provision for all learners and take active practical account of the principles of equality, inclusion and diversity in their teaching; • know and understand the roles of other colleagues and other professionals who have specific responsibilities for learners who are gifted and talented or who have other special learning needs. 	<p>S2.7</p> <ul style="list-style-type: none"> • understand their responsibility to make effective provision for all learners and take active practical account of the principles of equality, inclusion and diversity in their teaching; • know when and how to consult colleagues and other professionals who have specific responsibilities for learners who are gifted and talented or who have other special learning needs; • know when it is appropriate to refer to sources of information, advice and support from external agencies; • know how to use their own experience and expertise to make effective provision for learners who are gifted and talented or who have other special learning needs. 	<p>E2.7</p> <ul style="list-style-type: none"> • understand their responsibility to make effective provision for all learners and take active practical account of the principles of equality, inclusion and diversity in their teaching; • know how to take a lead in promoting the understanding of the principles of equality, inclusion and diversity and of their consequences for teaching and learning; • know how to take a lead in referring to sources of information, advice and support from external agencies; • know how to coach and mentor colleagues to make effective provision for learners who are gifted and talented or who have other special learning needs. 	<p>A2.7</p> <ul style="list-style-type: none"> • understand their responsibility to make effective provision for all learners and take active practical account of the principles of equality, inclusion and diversity in their teaching; • know how to take a lead in promoting the understanding of the principles of equality, inclusion and diversity and of their consequences for teaching and learning; • know how to take a lead in referring to sources of information, advice and support from external agencies; • know how to coach and mentor colleagues in different contexts/workplaces to make effective provision for learners who are gifted and talented or who have other special learning needs. •

				<p>A2.8</p> <ul style="list-style-type: none">• know how to make swift appraisals of situations on which they are asked to advise;• know how to devise and implement appropriate strategies to meet the needs of learners in different contexts/workplaces.
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3 TEACHING, LEARNING AND ASSESSING

QTS STANDARDS	INDUCTION STANDARDS	PERFORMANCE THRESHOLD/SENIOR TEACHER STANDARDS	EXCELLENT TEACHER STANDARDS	ADVANCED SKILLS TEACHER STANDARDS
<p><i>Teachers with Qualified Teacher Status possess the knowledge and skills essential for them to be effective classroom teachers. These capacities underpin all the other standards.</i></p>	<p><i>In order to complete the induction period satisfactorily, an NQT must demonstrate that they continue to meet the QTS standards. Some QTS standards can be more consistently demonstrated and confirmed within the workplace than in training. These standards are emboldened below. Confirmation of QTS is dependent on the ability to sustain and consolidate the QTS standards in the employment context.</i></p>	<p><i>Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make a significant contribution to the ethos and success of the workplace.</i></p>	<p><i>Excellent Teachers work within their own school. Their work represents the pinnacle of classroom practice and they have a key responsibility to act as leaders of teaching and learning, supporters and mentors of colleagues, and advisors on continuing professional development (CPD).</i></p>	<p><i>Advanced Skills Teachers work both in their own schools and in a range of other educational contexts/workplaces. They have an important part to play in leading learning, developing teaching skills and promoting Continuing Professional Development (CPD) in those other contexts/workplaces, as well as improving practice in their own workplace by drawing on the experience gained elsewhere.</i></p>

QTS teachers should:	NQTs should:	Performance Threshold/Senior Teachers should:	Excellent Teachers should:	Within a variety of educational contexts/workplaces, Advanced Skills Teachers should:
<p>Q3.1</p> <ul style="list-style-type: none"> work collaboratively with colleagues as appropriate to assess the learning needs of all those they teach and set them appropriate learning objectives and targets; work effectively as a team member in making a positive contribution to learners’ attainment and their enjoyment of learning; ensure that colleagues working with them in the classroom are appropriately involved in formulating lesson objectives and agreeing the role(s) they are expected to fulfil. 	<p>I3.1</p> <ul style="list-style-type: none"> work collaboratively with colleagues as appropriate to assess the learning needs of all those they teach and set them appropriate learning objectives and targets; work effectively as a team member in making a positive contribution to learners’ attainment and their enjoyment of learning; ensure that colleagues working with them in the classroom are appropriately involved in formulating lesson objectives and agreeing the role(s) they are expected to fulfil. 	<p>S3.1</p> <ul style="list-style-type: none"> collaborate closely with colleagues to make an informed assessment of the needs of all those they teach, and set them challenging learning objectives and targets; work effectively as a leading team member in making a positive contribution to learners’ attainment and their enjoyment of learning; collaborate with colleagues working with them in the classroom on formulating lesson objectives, and planning and agreeing the role(s) they are expected to fulfil; guide colleagues on the effective use of staff working with them in a support capacity in the classroom. 	<p>E3.1</p> <ul style="list-style-type: none"> collaborate closely with colleagues and, as a matter of course, promote and exhibit the highest standards of teaching; take a significant leading role in their workplace, demonstrating that they are promoting, implementing and evaluating policies and practices that make effective use of all members of the workforce. 	<p>A3.1</p> <ul style="list-style-type: none"> collaborate closely with colleagues and promote and exhibit the highest standards of teaching; take a significant leading role within a range of educational contexts/workplaces in encouraging team work and promoting, implementing and evaluating corporate approaches; work closely with leadership teams in their own workplace in order to advance the overall quality of teaching, learning and assessing.

<p>Q3.2</p> <ul style="list-style-type: none"> • establish a purposeful learning environment where learners feel safe and secure and confident; • build constructive relationships and have high expectations of learners’ behaviour; • establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote self-control and independence. 	<p>I3.2</p> <ul style="list-style-type: none"> • establish a purposeful learning environment where learners feel safe and secure and confident; • build constructive relationships and have high expectations of learners’ behaviour; • establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote self-control and independence. 	<p>S3.2</p> <ul style="list-style-type: none"> • establish a purposeful learning environment where learners feel safe and secure and confident; • build constructive relationships and have high expectations of learners’ behaviour; • establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote self-control and independence; • play an effective part in actively supporting and promoting the policies and aspirations of the workplace in creating a purposeful and civilised learning environment; • use and evaluate the effectiveness of different behaviour management techniques/strategies. 	<p>E3.2</p> <ul style="list-style-type: none"> • establish a purposeful learning environment where learners feel safe and secure and confident; • build constructive relationships and have high expectations of learners’ behaviour; • establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote self-control and independence; • play an effective part in determining and defining the policies and aspirations of the workplace, drawing on appropriate up-to-date research and inspection evidence; • respond positively to challenging circumstances, taking a lead in their workplace to promote and sustain policies that underpin respect, discipline, equality and inclusion. 	<p>A3.2</p> <ul style="list-style-type: none"> • establish a purposeful learning environment where learners feel safe and secure and confident; • build constructive relationships and have high expectations of learners’ behaviour; • establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote self-control and independence; • make a positive contribution to determining and defining the policies and aspirations of different contexts/workplaces, drawing on appropriate up-to-date research and inspection evidence; • respond positively to challenging circumstances, and take a lead in promoting and sustaining policies that underpin respect, discipline, equality and inclusion; • advise colleagues in different contexts/workplaces on the development and implementation of policies supporting a purposeful learning environment.
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Q3.3	I3.3	S3.3	E3.3	A3.3
<ul style="list-style-type: none"> • plan lessons and sequences of lessons for the short, medium and long term; • teach well organised lessons and sequences of lessons, informed by a sound and secure base of subject knowledge; • use a range of teaching strategies and resources to enable all learners to learn and make progress; • evaluate the impact of their teaching on learners’ progress and adjust their practice where necessary; • identify and implement a range of suitable opportunities for learners to develop their literacy, numeracy and information and communications technology skills. 	<ul style="list-style-type: none"> • plan lessons and sequences of lessons for the short, medium and long term; • teach well organised lessons and sequences of lessons, informed by a sound and secure base of subject knowledge; • use a range of teaching strategies and resources to enable all learners to learn and make progress; • evaluate the impact of their teaching on learners’ progress and adjust their practice where necessary; • identify and implement a range of suitable opportunities for learners to develop their literacy, numeracy and information and communications technology skills. 	<ul style="list-style-type: none"> • plan and teach well organised lessons, and sequences of lessons for the short, medium and long term, informed by an extensive base of subject knowledge; • use a broad range of teaching strategies and resources to enable all learners to learn and make progress to a level that is as good as, or better than, that achieved nationally by their peers; • evaluate the impact of their teaching on learners’ progress and adjust their practice where necessary; • identify and implement a range of suitable opportunities for learners to develop their literacy, numeracy and information and communications technology skills; • actively use their experience and accumulated expertise, as well as drawing on knowledge from other sources, to advance the quality of work and levels of attainment across the workplace/contribute to school self-evaluation. 	<ul style="list-style-type: none"> • plan and teach well organised lessons, and sequences of lessons for the short, medium and long term, informed by a consolidated body of subject knowledge and where: <ul style="list-style-type: none"> - teaching methods are consistently well-matched to learning objectives; - a wide range of teaching strategies and resources is used to enable all learners to learn and to make progress to a level that is better overall than that achieved nationally by their peers; • be flexible, innovative and creative in approach, and adept at designing and refining effective teaching methods that clearly motivate learners and have a positive effect on their progress; • be models of good practice within their workplace and help colleagues to identify and fulfil their Continuing Professional Development needs; • take the lead in motivating, supporting and mentoring colleagues in the adoption of good practice; • draw on research outcomes 	<ul style="list-style-type: none"> • plan and teach well organised lessons, and sequences of lessons for the short, medium and long term, informed by a consolidated body of subject knowledge and where: <ul style="list-style-type: none"> - teaching methods are consistently well-matched to learning objectives; - a wide range of teaching strategies and resources is used to enable all learners to learn and to make progress to a level that is better overall than that achieved nationally by their peers; • be flexible, innovative and creative in approach, and adept at designing and refining effective teaching methods that clearly motivate learners and have a positive effect on their progress; • be models of good practice and help colleagues to identify and fulfil their Continuing Professional Development needs; • take the lead in motivating, supporting and mentoring colleagues in the adoption of effective practice; • draw on research outcomes to inform their own practice and that of others;

			<p>to inform their own practice and that of others;</p> <ul style="list-style-type: none"> identify and implement the most effective ways for learners to develop their literacy, numeracy and information and communications technology skills; use their experience and expertise to advance the quality of work and levels of attainment across their workplace and to contribute to the development of overall improvement policies and workplace self-evaluation. 	<ul style="list-style-type: none"> identify and implement the most effective ways for learners to develop their literacy, numeracy and information and communications technology skills; use their experience and expertise to advance the quality of work and levels of attainment across different contexts/workplaces and to contribute to the development of overall improvement policies and workplace self-evaluation.
<p>Q3.4</p> <ul style="list-style-type: none"> make appropriate use of a range of monitoring, assessment, recording and reporting strategies as a basis for discussion with learners, and provide them with accurate and constructive feedback on their attainment, progress and areas for development; communicate this information succinctly to parents, carers and colleagues; reflect on the quality of their teaching and its impact on learners’ progress and use the findings to inform their planning and classroom 	<p>I3.4</p> <ul style="list-style-type: none"> make appropriate use of a range of monitoring, assessment, recording and reporting strategies as a basis for discussion with learners, and provide them with accurate and constructive feedback on their attainment, progress and areas for development; communicate this information to parents, carers and colleagues; reflect on the quality of their teaching and its impact on learners’ progress and use the findings to inform their 	<p>S3.4</p> <ul style="list-style-type: none"> demonstrate that a range of monitoring, assessment, recording and reporting strategies are embedded in their everyday practice and that these strategies have been informed by the analysis of local and national statistical information; reflect on the quality of their teaching and its impact on learners’ progress and use the findings to inform their planning and classroom practice; provide learners with accurate and constructive feedback on the strengths and weaknesses of their work, their attainment and progress and areas for 	<p>E3.4</p> <ul style="list-style-type: none"> make productive and frequent use of a range of monitoring, assessment, recording and reporting strategies that reflect a good knowledge of local and national statistical information, research findings, inspection evidence and other relevant sources; reflect on the quality of their teaching and its impact on learners’ progress and use the findings to inform their planning and classroom practice; guide and support colleagues in assessing the quality of their teaching and its impact on 	<p>A3.4</p> <ul style="list-style-type: none"> make productive and frequent use of a range of monitoring, assessment, recording and reporting strategies that reflect a good knowledge of local and national statistical information, research findings, inspection evidence and other relevant sources; reflect on the quality of their teaching and its impact on learners’ progress and use the findings to inform their planning and classroom practice; guide and support colleagues in assessing the quality of their teaching and its impact on learners’ progress;

<p>practice.</p>	<p>planning and classroom practice.</p>	<p>development;</p> <ul style="list-style-type: none"> • communicate this information succinctly to parents, carers and colleagues. 	<p>learners’ progress;</p> <ul style="list-style-type: none"> • provide learners with accurate and constructive feedback on the strengths and weaknesses of their work, their attainment and progress and areas for development, including action for improvement where necessary; • communicate this information succinctly to parents, carers and colleagues; • take a lead in supporting the Continuing Professional Development of colleagues in the areas of monitoring, assessment, recording and reporting; • advise and work with senior management teams on determining the Continuing Professional Development needs of colleagues and suggest suitable strategies for their realisation; • make a well-informed and considered contribution to the workplace self-evaluation, particularly in relation to the overall quality of teaching and learning; • communicate clearly with teachers, senior managers and other professionals in order to support and guide them in implementing best practice. 	<ul style="list-style-type: none"> • provide learners with accurate and constructive feedback on the strengths and weaknesses of their work, their attainment and progress and areas for development, including action for improvement where necessary; • communicate this information succinctly to parents, carers and colleagues; • take a lead in supporting the development of colleagues in the areas of monitoring, assessment, recording and reporting; • advise and work with senior management teams on determining the Continuing Professional Development needs of colleagues and suggest suitable strategies for their realisation; • make a well-informed and considered contribution to the self-evaluation of different workplaces, particularly in relation to the subject/subject area and skills in which they are specialists; • communicate clearly with teachers, senior managers and other professionals in order to support and guide them in implementing best practice.
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<p>Q3.5 enable learners to:</p> <ul style="list-style-type: none"> - reflect on their learning; - identify the progress they have made; - identify their emerging learning needs; - become successful independent learners. 	<p>I3.5 enable learners to:</p> <ul style="list-style-type: none"> - reflect on their learning; - identify the progress they have made; - identify their emerging learning needs; - become successful independent learners. 	<p>S3.5</p> <ul style="list-style-type: none"> • enable learners to: <ul style="list-style-type: none"> - reflect on their learning; - identify the progress they have made and set positive targets for improvement; - identify and develop strategies for meeting their emerging learning needs; - become successful independent learners; • guide colleagues on the most appropriate ways of encouraging learners to reflect on and improve their learning. 	<p>E3.5</p> <ul style="list-style-type: none"> • enable learners to: <ul style="list-style-type: none"> - reflect on their learning and know how they stand in relation to others; - identify precisely the progress they have made, their particular strengths and areas in need of specific support; - identify and develop strategies for meeting their emerging learning needs; - develop the skills to evaluate for themselves the improvements they have made; - become confident, successful and independent learners; - set themselves progressively demanding targets for improvement; • record and communicate to colleagues the outcomes of these discussions and provide guidance as necessary on how learners can be helped to raise their level of attainment; • monitor and evaluate the overall effectiveness of the arrangements and strategies made both to provide feedback to learners on their progress and 	<p>A3.5</p> <ul style="list-style-type: none"> • enable learners to: <ul style="list-style-type: none"> - reflect on their learning and know how they stand in relation to others; - identify precisely the progress they have made, their particular strengths and areas in need of specific support; - identify and develop strategies for meeting their emerging learning needs; - develop the skills to evaluate for themselves the improvements they have made; - become confident, successful and independent learners; - set themselves progressively demanding targets for improvement; • record and communicate to colleagues the outcomes of these discussions and provide guidance as necessary on how learners can be helped to raise their level of attainment; • monitor and evaluate the overall effectiveness of the arrangements and strategies made both to provide feedback to learners on their progress and to improve their level of

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			<p>to improve their level of attainment;</p> <ul style="list-style-type: none"> • provide advice, guidance and support to colleagues on monitoring learners' progress, setting targets for improvement and evaluating strategies designed to improve the level of attainment of learners. 	<p>attainment;</p> <ul style="list-style-type: none"> • provide advice, guidance and support to colleagues in different contexts/workplaces on monitoring learners' progress, setting targets for improvement, and evaluating strategies designed to improve the level of attainment of learners.
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