

Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training.

QTS Standards

Those recommended for the award of QTS should:

1. Professional attributes

Relationships with children and young people

- Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Frameworks

- Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
- (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

- Q4 Communicate effectively with children, young people, colleagues, parents and carers.
- Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

- Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.
- (b) Identify priorities for their early professional development in the context of induction.



- Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
- Q9 Act upon advice and feedback and be open to coaching and mentoring.

2. Professional knowledge and understanding

Those recommended for the award of QTS should:

Teaching and learning

- Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
- Q12 Know a range of approaches to assessment, including the importance of formative assessment.
- Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and curriculum

- Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
- Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

- Q16 Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).
- Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

- Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities,

and how to take practical account of diversity and promote equality and inclusion in their teaching.

- Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

- Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3. Professional skills

Those recommended for the award of QTS should:

Planning

- Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
- Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.
- Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

- Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
- (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion
- (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives
- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

- Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.
- (b) Assess the learning needs of those they teach in order to set challenging learning objectives.
- Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

- Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

- Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.
- Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team working and collaboration

- Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

ITT requirements

1. Entry requirements

All ITT providers must ensure all of the following:

GCSE requirement

R1.1 That all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics, and that all who intend to train to teach pupils aged 3-11 additionally have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Degree requirement

R1.2 That, in the case of graduate QTS courses of initial teacher training, all entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification¹.

Suitability requirements

R1.3 That all entrants:
as part of the provider's selection procedures, have taken part in an interview designed to assess their suitability to teach.

R1.4 That all entrants:
have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background check.

R1.5 That all entrants:
are provisionally registered with the GTC(E) within 28 days of the commencement of their training programme.

R1.6 That all entrants:

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

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

2. Training requirements

All ITT providers must ensure all of the following;

Programme design requirement

R2.1 That the content, structure, delivery and assessment of training are designed to enable trainee teachers to demonstrate that they have met all of the QTS Standards.

Training quality requirement

R2.2 That provision is of at least satisfactory quality².

Resource requirement

R2.3 That they provide a range of suitable training resources to enable trainee teachers to demonstrate that they have met all of the QTS Standards.

Individual training needs requirement

R2.4 That their training provision takes account of trainee teachers' individual training needs.

Equality of access requirement

R2.5 That their training provision ensures equality of access to training for all trainee teachers.

Induction requirement

R2.6 That all those who are recommended for QTS are informed about the statutory arrangements for the induction of newly qualified teachers, and have been supported in preparing for these.

Age range requirement

R2.7 That they prepare all trainee teachers to teach across two or more consecutive age ranges selected from the following:

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

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

² As determined by Ofsted inspection grades.

Time training in schools or settings requirement

R2.8 That training programmes are designed to provide trainee teachers with sufficient time being trained in schools and/or other settings to enable them to demonstrate that they have met the QTS Standards. This means they would typically be structured to include the following periods of time to be spent in training in schools or other settings³:

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

Two school requirement

R2.9 That each trainee teacher has taught in at least two schools prior to recommendation for the award of QTS.

3. Management and quality assurance

All ITT providers must ensure all of the following:

Partnership requirements

R3.1 That partners establish a partnership agreement setting out the roles and responsibilities of each partner.

R3.2 That partners work together to contribute to the selection, training and assessment of trainee teachers against the QTS standards.

Compliance and safeguarding requirement

R3.3 That their provision complies with TDA's current accreditation criteria and all current legislation relevant to initial teacher training, such as that relating to equality, discrimination and child safeguarding.

Misconduct requirement

R3.4 That they have processes in place to ensure that any trainee teachers removed from or leaving a training programme as a result of misconduct are referred to the GTC(E).

Moderation requirement

R3.5 That rigorous internal and external moderation procedures are in place to assure the reliability, accuracy and consistency of assessments of trainee teachers against the QTS standards.

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

Monitoring and evaluation requirement

R3.6 That they monitor and evaluate all aspects of provision and demonstrate how these contribute to securing improvements in quality.

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

R3.7 That graduate, registered, overseas-trained teacher and Teach First programmes comply with the *General Conditions for the Graduate, Registered, Overseas-Trained Teacher and Teach First (ITT element) Programmes* in addition to the Secretary of State's current requirements for initial teacher training.

Training and Development Agency for Schools
151 Buckingham Palace Road
LONDON
SW1W 9SS

www.tda.gov.uk

Publications line 0845 6060 323
TDA switchboard 0870 4960 123

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