

Standards for classroom teachers

Those awarded qualified teacher status (QTS) must uphold the General Teaching Council for England's code of conduct, and show understanding and regard for its statement of professional values and practice.

The standards are set out in three interrelated sections:

1. Professional attributes
2. Professional knowledge and understanding
3. Professional skills

The induction/main scale standards 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 also underpinned by the five key outcomes for children and young people identified in *Every child matters* and the six areas of the *Common core of skills and knowledge for the children's workforce*. The work of practising teachers should be informed by an awareness, appropriate to their level of experience and responsibility, of legislation concerning the development and well-being of children and young people expressed in the Children Act 2004, the Disability Discrimination Act 2005, the Special Educational Needs and Disability Act 2001 and the associated *Special educational needs code of practice* (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, and the guidance *Safeguarding children in education* (DfES 2004).

Note on the terminology used in the standards

- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with special and individual needs.
- The term 'colleagues' is used for all those professionals with whom a teacher might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom teachers may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.
- The term 'classroom' is used to encompass all the settings within and beyond the workplace where teaching and learning takes place including, for example, field studies, cultural visits, extended hours provision and study support arrangements.
- The term 'workplace' refers to the range of educational establishments, contexts and settings (both in and outside the classroom) where teaching takes place. For advanced skills teachers (ASTs), 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/curriculum areas' is used to cover all forms of organised learning experienced across the curriculum. For example, areas of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase, and including promotion of the qualities, attitudes and skills needed of motivated, engaged and successful learners.
- The terms 'lessons' or 'sequences of lessons' are used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.
- Where the phrase 'parents and carers' is used, it is understood that the term 'parents' includes both mothers and fathers.
- The term 'well-being' covers the five outcomes of *Every child matters* as expressed in the Children Act 2004:
 - physical and mental health and emotional well-being
 - protection from harm and neglect
 - education, training and recreation
 - the contribution made by them to society
 - social and economic well-being.

Standards for classroom teachers

QTS (entry) standards	Induction/main scale teacher (IM) standards	Performance threshold/ senior teacher (P) standards	Excellent teacher (E) standards	Advanced skills teacher (A) standards
<p>In order to gain qualified teacher status (QTS), teachers must demonstrate that they have the knowledge, skills and values necessary to be effective classroom teachers.</p> <p>To achieve QTS all the standards set out here must be met, regardless of entry route.</p>	<p>By the end of the induction period newly qualified teachers (NQTs) and other new entrants to the teaching profession must demonstrate their effectiveness as classroom teachers. They must perform the professional duties required of a teacher, and take responsibility for the sustained progress of pupils. They must put into practice, and develop further, the knowledge and skills acquired during training. NQTs must also demonstrate increasing independence and awareness of their responsibilities, taking steps to review their practice, refine their skills, enhance their standards of teaching and plan their career development.</p> <p>Main scale teachers must become increasingly effective practitioners, leading to improved and sustained standards of teaching and learners' attainment. They are responsible for the</p>	<p>Senior teachers are classroom teachers who provide a role model for teaching and learning and make a distinctive contribution to the raising of standards across the whole school. They continue to grow professionally by developing their teaching expertise, working as part of a wider team, and coaching and mentoring colleagues.</p> <p><i>Senior teachers must continue to meet all the induction/main scale standards in addition to those for performance threshold.</i></p>	<p>Excellent teachers provide an exemplary role model to colleagues by their professional expertise, demonstrated through the quality and impact of their planning, teaching and assessment. They play a leading role in raising standards across the school. They also support and help colleagues to improve their effectiveness and meet their development needs through highly effective coaching and mentoring.</p> <p><i>Excellent teachers must continue to meet all the standards for induction/main scale and performance threshold in addition to those for excellent teacher.</i></p>	<p>Advanced skills teachers must meet the standards of excellence in their own teaching as excellent teachers, and have the same commitment to professional growth.</p> <p>They must also be able to coach, advise, support and mentor colleagues. They must possess the leadership and advisory skills required to work on, or lead, continuing professional development (CPD) and school improvement activities in a range of educational contexts and workplaces.</p> <p><i>Advanced skills teachers must continue to meet all the standards for induction/main scale and performance threshold in addition to those for advanced skills teacher.</i></p>

QTS (entry) standards	Induction/main scale teacher (IM) standards	Performance threshold/senior teacher (P) standards	Excellent teacher (E) standards	Advanced skills teacher (A) standards
	<p>continuing review and development of their professional practice, providing evidence of their improving skills and the ability to work with colleagues, and of their potential capacity to meet the performance threshold/senior teacher standards.</p> <p><i>The induction/main scale standards underpin all the subsequent sets of standards.</i></p>			

1. Professional attributes				
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Relationships with children and young people				
1.1 Q Have high expectations of those children and young people they teach and establish fair, respectful, trusting, supportive and constructive relationships with them.	1.1 IMPEA Have high expectations of those children and young people they teach and establish fair, respectful, trusting, supportive and constructive relationships with them.			
1.2 Q Demonstrate the positive values, attitudes and behaviour they expect from children and young people.	1.2 IMPEA Hold the positive values, attitudes and behaviour they expect from children and young people.			
Frameworks				
1.3 Q (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.	1.3 IMPEA Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.			
		1.3 PEA Contribute significantly to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		
			1.3 EA Take a lead role in developing workplace policies and practice and in promoting collective responsibility for their implementation.	

1. Professional attributes				
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Communicating and working with others				
1.4 Q Communicate effectively with children, young people, colleagues, parents and carers.	1.4 IMPEA (a) Communicate effectively with learners and colleagues (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.			
1.5 Q (a) Recognise the contribution that they and colleagues can make to the attainment, development and well-being of children and young people (b) Recognise and respect the contribution that parents and carers make to the attainment, development and well-being of children and young people.	1.5 IMPEA Recognise and respect the contributions 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.			
1.6 Q Collaborate effectively with colleagues and work cooperatively in teams.	1.6 IMPEA Collaborate effectively with colleagues and work cooperatively in teams.			
	1.7 IMPEA Identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.			1.7 EA Take a lead in demonstrating effective practice in collaborative working with colleagues in the classroom.
	1.8 IMPEA Know when to refer to, and draw on, the expertise of more experienced colleagues, including those with specific responsibilities.			

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		1.8 PEA Contribute to the professional development of colleagues by coaching and mentoring, demonstrating effective practice and providing advice and feedback.		
		1.9 IMPEA Contribute to workplace evaluation.		
		1.9 PEA Contribute to workplace evaluation and the development and implementation of improvement strategies.		
			1.10 E Take a leading role in workplace evaluation and the development and implementation of improvement strategies that meet the development needs of colleagues.	1.10 A Take a leading role in workplace evaluation and the development of improvement strategies that meet the development needs of colleagues in their own and other contexts/ workplaces.
Personal professional development				
1.7 Q (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their professional development needs (b) Complete a career entry and development profile.	1.11 IMPEA Routinely evaluate their performance and take regular action to improve their practice by identifying and meeting their CPD needs.			
1.8 Q Adopt a creative and constructively critical approach towards innovation, adapting their practice where benefits and improvements are identified.	1.12 IMPEA Adopt a creative and constructively critical approach towards innovation, adapting their practice where benefits and improvements are identified.			

1. Professional attributes				
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1.9 Q Act upon advice and feedback and be open to coaching and mentoring.	1.13 IMPEA Act upon advice and feedback and be open to coaching and mentoring.			
			1.14 EA Research and evaluate innovative curricular practices, identifying and implementing those most likely to raise levels of attainment across the workplace.	
			1.15 E Take a lead in promoting innovation, initiating improvements and supporting colleagues in managing and evaluating different approaches to teaching and learning.	1.15 A Take a lead in promoting innovation, initiating improvements and supporting colleagues in managing and evaluating different approaches to teaching and learning in their own and other contexts/workplaces.

2. Professional knowledge and understanding				
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Achievement and diversity				
2.1 Q Understand that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic and linguistic influences.	2.1 IMPEA Understand how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic and linguistic influences.			
2.2 Q Know how to make effective provision for all those they teach, including those for whom English is an additional language, and how to take practical account of diversity and promote equality and inclusion in their teaching.	2.2 IMPEA Know how to make effective provision for all those they teach, including those for whom English is an additional language or who have special educational needs, and take practical account of diversity and promote equality and inclusion in their teaching.			
		2.2 PEA Have the knowledge to provide practical advice on matters concerning equality, inclusion and diversity in teaching, and to guide colleagues on making effective provision for all those they teach, including those learners for whom English is an additional language or who have special educational needs.		
2.3 Q Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special and individual learning needs.	2.3 IMPEA Understand the roles of colleagues with specific responsibilities, such as those for learners with special and individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.			
	2.4 IMPEA Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs, and to refer to sources of information, advice and support from external agencies.			
Subject knowledge				
2.4 Q Have a secure knowledge and understanding of their subjects/curriculum areas to	2.5 IMPEA Have a well-founded and secure knowledge and understanding of the subjects/curriculum areas they teach.			
	2.6 IMPEA Maintain and extend their knowledge of their own subject specialism/curriculum areas, keeping up to date with recent relevant developments, including those relating to pedagogy.			

2. Professional knowledge and understanding				
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enable them to teach effectively across the age and ability range for which they are trained to teach.		2.6 PEA Extend and deepen their knowledge and understanding of their subjects/curriculum areas, and of how learning progresses within them.		
	2.7 IMPEA Know and understand the contribution that their subjects/curriculum areas can make to cross-curricular learning.			
		2.7 EA Further extend and deepen their knowledge and understanding through involvement in wider professional networks associated with their subjects/curriculum areas.		
Curriculum				
2.5 Q Know and understand the relevant statutory and non-statutory curricula for their subjects/curriculum areas and other current initiatives across the age and ability range for which they are trained to teach.	2.8 IMPEA Know and understand the relevant statutory and non-statutory curricula for their subjects/curriculum areas and other current initiatives across the age and ability range they teach.			
		2.8 PEA Have a wide professional knowledge of curriculum and initiatives, and know how to lead colleagues in evaluating the opportunities provided by them.		
Health and well-being				
2.6 Q (a) Be aware of current legal requirements and policy concerning 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	2.9 IMPEA Know and comply with the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.			
	2.10 IMPEA Know and use the local arrangements concerning the safeguarding of children and young people.			
	2.11 IMPEA Know how to identify potential child abuse or neglect and follow safeguarding procedures.			
	2.12 IMPEA Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.			
		2.12 PEA Have the knowledge to advise colleagues on the development and well-being of children and young people.		
	2.12 EA Have the knowledge to work with colleagues on the development and implementation of workplace strategies for			

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specialist support.			promoting the well-being of children and young people.	
Literacy, numeracy and ICT skills				
2.7 Q (a) Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT) (b) Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	2.13 IMPEA Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities, including the analysis of feedback information and statistical data.			
		2.13 PEA Know how to support colleagues to use skills in literacy, numeracy and ICT to analyse, interpret and use feedback information, including statistical data.		
Assessment and monitoring				
2.8 Q (a) Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications (b) Be informed of a range of approaches to assessment, including the importance of formative assessment	2.14 IMPEA Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.			
	2.15 IMPEA Be informed of a range of approaches to assessment, including the importance of formative assessment.			
	2.16 IMPEA 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.			
	2.17 IMPEA Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.			
		2.17 PEA Have an extensive and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications.		
	2.18 PEA Have a sufficiently up-to-date knowledge and understanding of the different types of qualifications and specifications in order to inform colleagues about their suitability for meeting learners' needs.			

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(c) 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.				2.19 EA Know how to improve the effectiveness of assessment practice in the workplace.
Teaching and learning				
2.9 Q Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them to learners' needs.	2.20 IMPEA Have a good working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them to meet learners' needs effectively.			
		2.20 PEA Have an extensive knowledge and critical understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.		
		2.21 EA Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and know how to support and guide colleagues in selecting and using approaches that best match learners' needs.		

3. Professional skills					
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:	
Team working					
<p>3.1 Q (a) Work as a team member to make a positive contribution to learners' attainment and their enjoyment of learning</p> <p>(b) Collaborate with colleagues to assess the learning needs of those they teach and set challenging learning objectives.</p>	3.1 IMPEA Work as a team member to assess the learning needs of those they teach, set challenging learning objectives and encourage the enjoyment of learning.				
	3.2 IMPEA Ensure that colleagues working together are clear about their role(s) and involved, as appropriate, in lesson planning, setting objectives, managing learning and assessing progress.				
			3.2 PEA Promote and model effective collaboration and teamwork both in and beyond the classroom.		
			3.3 PEA Guide colleagues in the effective use of support colleagues in the classroom.		
<p>3.2 Q Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</p>			3.4 EA Make well-founded appraisals of situations on which they are asked to advise, devising and implementing effective strategies to meet the learning needs of children and young people.		

3. Professional skills				
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
			3.5 E Support colleagues in developing their subject, curriculum and pedagogical knowledge, in managing and evaluating curriculum and pedagogical change, and provide advice on the suitability of different types of qualifications for learners.	3.5 A Support colleagues in developing their subject, curriculum and pedagogical knowledge, in managing and evaluating curriculum and pedagogical change, and provide advice on the suitability of different types of qualifications for learners in both their own and other contexts/workplaces.
			3.6 E Disseminate their professional knowledge and expertise to colleagues and help them develop a deeper understanding of their subjects/curriculum areas.	3.6 A Disseminate their professional knowledge and expertise to colleagues in their own and other contexts/workplaces and help them develop a deeper understanding of their subjects/curriculum areas.
			3.7 E Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that promote effective deployment of the school workforce.	3.7 A Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that promote effective deployment of the school workforce in their own and other workplaces.

3. Professional skills				
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Learning environment				
3.3 Q Establish a purposeful learning environment conducive to learning.	3.8 IMPEA (a) Establish a purposeful learning environment where learners feel safe, secure and sufficiently confident to make an active contribution to learning and to the school (b) Identify and use opportunities for learning in out-of-school contexts.			
			3.9 EA Advise, coach and mentor colleagues on creating a positive and purposeful whole-school learning environment and contribute to cross-curricular work and curriculum development.	
			3.10 E Play a leading role in developing, implementing and evaluating practice in their workplaces that supports positive behaviour and the well-being of children and young people.	3.10 A Play a leading role in developing, implementing and evaluating practice in their own and other workplaces that supports positive behaviour and the well-being of children and young people.
3.4 Q Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.	3.11 IMPEA (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.			
		3.12 IMPEA Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.		
		3.12 PEA Support colleagues in the implementation of strategies for securing the well-being of learners, and for raising levels of attainment.		
		3.13 PEA Play an effective part in developing policy and practice for the workplace that help learners to develop their social, emotional and behavioural skills.		
		3.14 PEA Support colleagues in developing their behaviour management techniques and strategies by providing advice, coaching and mentoring.		

3. Professional skills					
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:	
			3.15 EA Take a lead in sustaining policies that underpin and promote positive behaviour and the well-being of children and young people.		
				3.16 A Advise colleagues in their own and other contexts/workplaces on the development and implementation of policies that support a positive and purposeful learning environment.	
Planning and teaching					
<p>3.5 Q (a) Plan and teach lessons and sequences of lessons that are safe and well-organised, demonstrating secure subject knowledge relevant to the curricula across the age range for which they are trained</p> <p>(b) Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion</p> <p>(c) Provide opportunities for</p>		3.17 IMPEA Plan and teach challenging lessons and sequences of lessons for the short, medium and long term that take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.			
		3.18 IMPEA Plan and teach safe and well-organised lessons and sequences of lessons that are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge.			
		3.19 IMPEA Use a range of teaching and learning strategies, including e-learning, and adapt them to meet learners' needs effectively.			
		3.20 IMPEA Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills.			
		3.21 IMPEA Teach well-paced lessons using approaches and resources that are closely matched to learning objectives and which have a significant impact on the progress of learners.			
			3.21 PEA Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.		
			3.22 PEA Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives, integrating recent developments, including those relating to pedagogy.		
		3.23 PEA Coach and mentor colleagues in selecting, using and adapting teaching and learning strategies that best meet the needs of learners and successfully raise their level of attainment.			

3. Professional skills				
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
learners to develop their literacy, numeracy and ICT skills.			3.24 EA Model excellent pedagogical practice to promote high quality teaching across the workplace.	
			3.25 EA Draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.	
			3.26 EA Take the lead in motivating, supporting and mentoring colleagues in adopting best practice.	
			3.27 E Apply their experience and expertise to improving the quality of work and levels of attainment across the workplace, and take a lead role in developing overall improvement policies and in workplace evaluation.	3.27 A Apply their experience and expertise to improving the quality of work and levels of attainment across the workplace, and take a lead role in developing overall improvement policies and in workplace evaluation in their own and other workplaces.
Assessing, monitoring and giving feedback				
3.6 Q Provide homework or other out-of-class work and plan opportunities for learners to learn in out-of-school contexts.	3.28 IMPEA Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.			
3.7 Q Make effective use of a range of assessment, monitoring and recording strategies.	3.29 IMPEA Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting learning objectives and monitoring learners' progress and levels of attainment.			
3.8 Q Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.	3.30 IMPEA Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.			

3. Professional skills				
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
3.9 Q Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	3.31 IMPEA Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.			
	3.32 IMPEA Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.			
		3.33 PEA Guide colleagues on the most appropriate and effective ways of encouraging learners to reflect on and improve their learning.		
		3.34 PEA Support colleagues by providing advice and guidance on monitoring, assessment and reporting strategies and on how to use monitoring and assessment information to inform practice and raise attainment.		
Reviewing teaching and learning				
3.10 Q Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	3.35 IMPEA Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.			
	3.36 IMPEA Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.			
	3.37 IMPEA Analyse local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.			
		3.38 PEA Demonstrate that, as a result of their teaching, learners make progress and achieve as well as, or better than, other learners nationally with similar levels of prior attainment.		
		3.39 E Play a leading role and model excellent practice across the workplace in identifying and promoting effective provision and practice in teaching, assessment, monitoring and reporting.	3.39 A Play a leading role and model excellent practice in their own and other workplaces in identifying and promoting effective provision and practice in teaching, assessment, monitoring and reporting.	

3. Professional skills				
Those recommended for the award of QTS (Q) should:	Induction/main scale teachers (IM) should:	Performance threshold/ senior teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
				3.40 EA Apply the skills of classroom observation to evaluate and advise colleagues on their work and to inform management team decisions on raising standards across the workplace.

Training and Development Agency for Schools
 Portland House
 Bressenden Place
 LONDON
 SW1E 5TT

www.tda.gov.uk

TDA switchboard 0870 4960 123

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