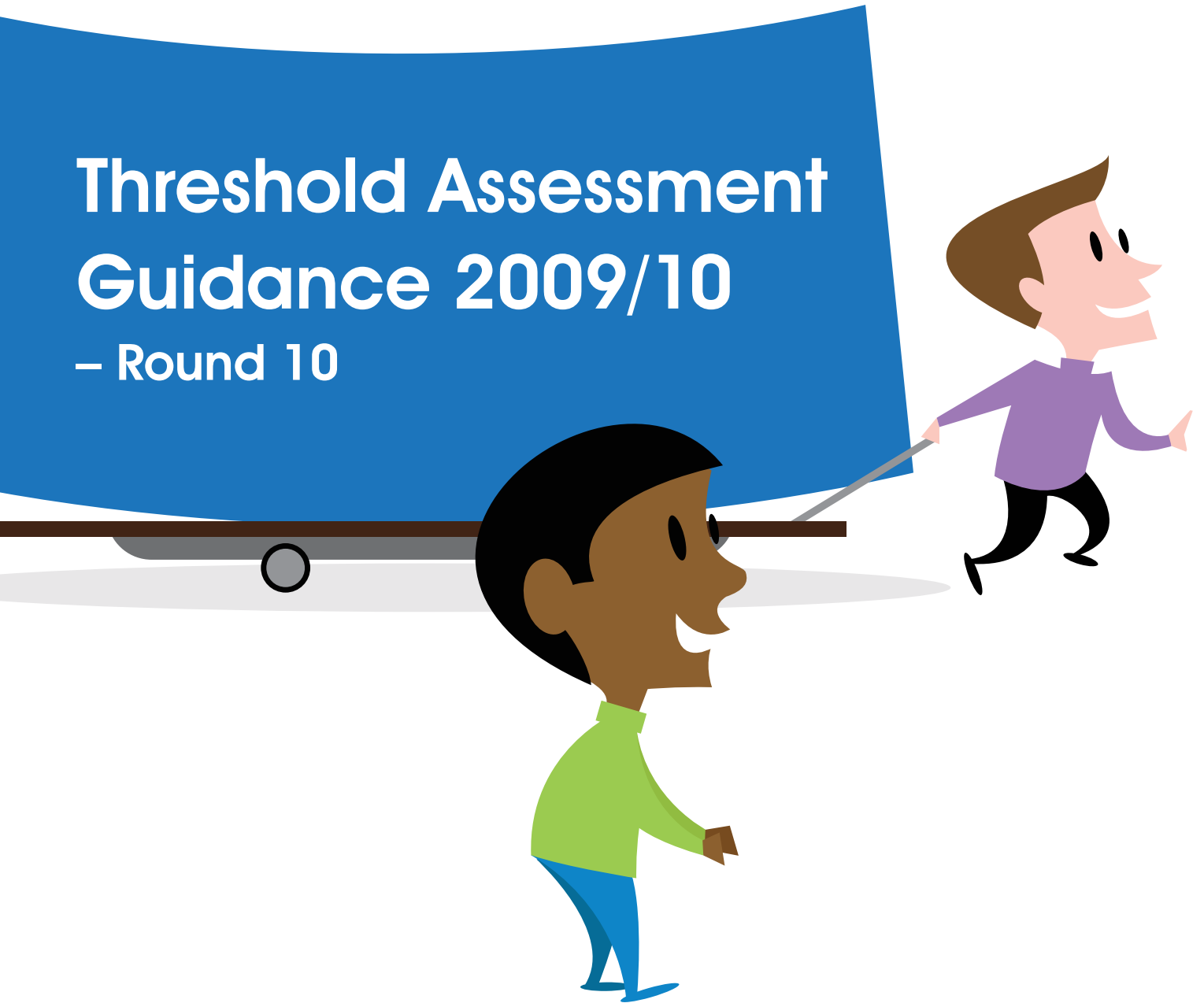


Threshold Assessment Guidance 2009/10

– Round 10



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INTRODUCTION

Teachers in England

1. From 1 September 2009 (Round 10) assessment against the post-threshold teacher standards will be determined solely on the basis of the evidence contained in the Performance Management Review statements from the relevant period for teachers subject to the Education (School Teacher Performance Management) (England) Regulations 2006. The overwhelming majority of teachers in England are subject to the 2006 PM Regulations.

2. Teachers in England not covered by the 2006 PM regulations include, for instance, supply teachers who are employed on a day-to-day or other short-notice basis rather than under a contract of employment or for services that last more than one term. [See paragraph 8 for more detail on the 2006 PM regulations.] These teachers will continue to submit evidence in the same way as in previous rounds. For teachers not covered by the 2006 PM Regulations please go to Part 2.

Teachers in Wales

3. Teachers in Wales will continue to submit evidence in the same way as in previous rounds. Guidance for teachers in Wales is provided in Part 2.

Statutory Basis for Threshold Assessment

4. The statutory basis for assessment against the post-threshold teacher standards is contained in the School Teachers' Pay and Conditions Document (STPCD) Para 19.1 to 20.11) 2009. The full text of the STPCD, including its accompanying statutory guidance, is available on the TeacherNet website at www.teachernet.gov.uk/pay.

The threshold guidance

5. This guidance supplements the statutory provisions in the STPCD by providing an aide-memoire for teachers who request assessment to 'cross the threshold', and for those involved in conducting assessments against the post-threshold teacher standards in Round 10. It will also be of use to those teachers and headteachers who perform the role of reviewer under the 2006 PM Regulations.

Teachers not working in schools – Unattached teachers, teachers in PRUs, and teachers employed otherwise than at a school

6. Teachers not working in schools should substitute '*service manager*' or '*line manager*' wherever 'headteacher' appears in this guidance, and substitute '*service*' wherever it states 'school'. In the case of unattached teachers, substitute, '*the person with management responsibility for the applicant*' wherever 'headteacher' appears in this guidance, and substitute '*setting*' wherever it states 'school'.

Performance Management

7. For the purposes of this document, a 'performance management review' means: (for teachers in England) any review of performance undertaken under the Education (School Teacher Performance Management) (England) Regulations 2006 or the Education (School Teacher Appraisal) (England) Regulations 2001.

8. The Education (School Teacher Performance Management)(England) Regulations 2006 apply to a teacher as defined in Section 122 of the Education Act 2002 and who is employed for one term or more. They do not apply to any teacher undergoing, but who has not satisfactorily completed, an induction period or any teacher subject to capability procedures. The definition of a teacher under Section 122 of the Act means a teacher who is: a qualified teacher, provides primary or secondary education under a contract of employment or for services; the other party to the contract is a local education authority or the governing body of a foundation, voluntary aided or foundation special school, and the teacher carries out work as a classroom teacher – commonly termed specified work as defined in regulations.

9. Certain teachers who do not have qualified teacher status also come under the 2006 PM Regulations such as Overseas Trained Teachers, Registered Teachers and Licensed Teachers, but as they do not have qualified teacher status (QTS) they are not eligible to be assessed against post-threshold standards as holding QTS is one of the eligibility criteria teachers must have in order to be assessed. [See Section 1 of this guidance].

PART ONE

TEACHERS SUBJECT TO THE 2006 PERFORMANCE MANAGEMENT REGULATIONS

INTRODUCTION

Assessment and Performance Management

From Round 10 (September 2009), assessment against the post-threshold teacher standards is determined solely on the basis of the evidence contained in the Performance Management Review statements covering the two year period leading up to their request for assessment subject to certain exceptions covered below.

For most teachers this is likely to involve two performance management reviews. Certain teachers may, however, have more than two performance management reviews covering the required two year period, such as teachers who work in more than one school, some supply teachers or others employed on a short-notice/day-to-day basis or other temporary basis. In some cases a teacher may have fewer than two performance management reviews such as those who were, or are, on maternity, sickness absence and because of other absences (see section 2). For information on school teachers' statutory performance management in England see www.teachernet.gov.uk/performancemanagement

SECTION 1: Eligibility, Request timescale and Assessment Process

Eligibility

1.1 In order to be eligible to be assessed against the post-threshold standards, teachers in England who are subject to the 2006 Performance Management Regulations must:

- be statutorily employed under the School Teachers' Pay and Conditions Document (STPCD) ; **and**
- be paid on point M6* of the pay scale for qualified classroom teachers; **and**
- have Qualified Teacher Status.

* Teachers must be on M6 in the 2009/10 academic year (1 September 2009 to 31 August 2010) with valid requests for assessment submitted by 31 October 2010; teachers who are first placed on M6 from 1 September 2010 are not eligible to apply in Round 10 but will be eligible in Round 11.

1.2. Although teachers must be in-service on the date they submit their request to be assessed they could be absent from work, for instance on maternity leave, study leave, sickness absence, career break, secondment, or other absence. But they must be in-service on the date they submit their request which means they must be employed as a school teacher and have a contract of employment or for services with a local education authority or the governing body of a foundation, voluntary aided or foundation special school.

1.3 Teachers who were unsuccessful in any previous Round and teachers who have not yet been notified of the outcome of their appeal from a previous Round may be assessed again in Round 10.

1.4 Only one request for assessment may be made in any round.

Requesting Assessment – Timescale

1.5 Eligible teachers who wish to be assessed in Round 10 must submit their request between 1 September 2009 and 31 October 2010. The reason the window for submitting a request stretches beyond the academic year is because some teachers may want to use evidence from the 2009/10 performance management cycle in support of their request for assessment against post-threshold standards, and performance management reviews do not have to be completed until 31 October. It is open to schools to complete their PM cycles earlier in the year and indeed for teachers to request assessment before the completion of their current PM cycle but they do still of course have to submit PM reviews covering the two years leading up to the date they submit their request. Please refer to the PM guidance at www.teachernet.gov.uk/performancemanagement for further guidance on PM and PM cycles.

Assessment Process

1.6 A request to be assessed against the post-threshold standards is an elective process and entirely a matter of choice for individuals. Teachers are responsible for requesting an assessment and they must submit a request in writing to the headteacher at the school where they are employed to teach. A model document for teachers to use to request assessment is available at www.teachernet.gov.uk/threshold and we recommend that it is used, but it is not a statutory requirement and some schools may have developed their own document. Teachers should check with their schools. Teachers who do not use the model document should still provide all the information requested in the teacher's section of the form. The headteacher should acknowledge receipt of the documents in writing. We also recommend that the headteacher uses the appropriate parts of the document to record outcomes of the assessment and feedback in writing to the teacher.

Teachers who teach at more than one school

1.7 Where a teacher is simultaneously employed to teach at two or more schools (e.g. part-time teachers, or supply teachers attached or who work in more than one school) they should submit their request for assessment to the headteacher of the school at which they spend most time. The headteacher of that school would then assess the evidence, with appropriate input (clarifying and verifying PM evidence) from the headteachers of the other school or schools.

1.8 Where the teacher spends equal time in each school, they should submit their evidence to the headteacher of the school at which they have been employed the longest, and the headteacher of that school would then be responsible for making the assessment after consulting with the other head.

Teachers who have worked in two or more schools during the relevant period

1.9 Teachers who cite evidence or provide performance management reviews from more than one school (e.g. teachers who have changed jobs) should submit their request for assessment to the headteacher of the school they are contracted to work in on the date they make their request.

1.10. That headteacher to whom they submit their request should consult with the headteachers of the other schools in assessing the evidence and those headteachers should co-operate in the assessment.

Teachers who work in a support or advisory capacity

1.11 Teachers in England working in a support or advisory capacity, including unattached teachers, are subject to the performance management regulations and will need to ensure through professional dialogue with their line manager and/or reviewer that their performance management reviews draw on evidence which relates to their specific role. Where they do not have direct contact with pupils, they should demonstrate in their performance management reviews that they meet the post-threshold standards through the advice and support that they provide. They should be able to show that they have made a contribution to the progress made by pupils taught by those to whom they provide advice.

SECTION 2: Absences

This section covers absences while a teacher is in-service in the maintained sector and in addition those teachers not employed in the maintained sector during some or all of the two year evidence period, and those teachers in Wales who transfer to a teaching post in England.

Absence while in-service in the maintained sector

2.1 This refers to teachers with less than two years of evidence because of absences recognised under Para 1.8 of the STPCD (such as maternity, sickness and similar recognised absences).

2.2 'Evidence for threshold assessment should cover the most recent two year period. Where a teacher is absent during that two year period because of maternity, adoption, paternity, pregnancy, holiday periods and any period of sickness or injury, paragraph 1.8 of the S TPCD provides that the two year period of threshold evidence is reduced by the length of any such absence, just as in previous rounds of threshold.

2.3 Teachers in these circumstances therefore are only required to submit performance management reviews covering the reduced period of time rather than the full two year period. In some cases this may mean they only have one review to submit. However, where the nature of the absence or absences under paragraph 1.8 of the STPCD means that the teacher does not have results from their performance management reviews to allow them to be assessed fairly they can cite evidence drawn from the same shorter timeframe provided by paragraph 1.8 of the STPCD rather than depending solely on whatever performance management reviews might be available for that period. In such a case, the manner in which teachers cite evidence is the same as outlined in Part 2 of this Guidance.

2.4 The STPCD also provides that a teacher who has not been teaching children throughout the two year period can present evidence which aggregates to two years drawn from a period of five years immediately before the date of their application. The two flexibilities outlined here should ensure that teachers in the circumstances described above have sufficient choice to demonstrate that they meet the threshold standards even if they were absent during the two year evidence period. See Part 2 of this Guidance.

2.5 Under paragraph 1.8 of STPCD governing bodies also have discretion to recognise absences other than those indicated in the above paragraph. This means that they can be treated in the same way as those on maternity leave and so on in terms of a reduced period of evidence.

Teachers not employed in the maintained sector in the two year evidence period. And those employed in the maintained sector with absences not covered by paragraph 1.8 of the STPCD.

2.6 This refers to teachers with less than two consecutive years of evidence before electing to be assessed because they were not employed as a school teacher in the maintained sector throughout that period or where they have absences not covered by Para 1.8 of the STPCD.

2.7 The evidence should normally cover the most recent two year period before assessment, unless the exemption provided by Para 1.8 of the STPCD applies, however, in certain circumstances the two year's of evidence can be gathered looking back over a five year period in the following instances:

First: Teachers who have taught outside the maintained school sector

2.8 This provision can apply as a result of a teacher being: an individual who has taught entirely outside the maintained or school sector for some or all of the two year period before assessment. Typically this could apply to a teacher who was employed in an independent school, academy, City Technology college, a private teacher supply agency, the FE sector or a teacher who had taught outside England and Wales for example.

Second: Teachers who have been absent and where they are not covered by paragraph 1.8 of the STPCD

2.9 It can also provide for a teacher who is in-service or not in-service in the maintained sector, but was on secondment; study leave; or a career break for reasons other than those indicated above, and where the governing body does not exercise its discretion to recognise these absences under paragraph 1.8 of the STPCD.

Third: Teachers who have taught in the maintained sector in Wales

2.10 The provision can apply in the case of a teacher in a post in England who taught for all or part of the two year period of assessment in Wales and therefore would not have some or any performance management reviews under the 2006 PM Regulations.

2.11 Teachers in these circumstances should cite evidence from the most recent two year period (or an aggregate) ending at the point when they last taught children up to 19 years of age. They should not cite evidence more than five years old. The evidence of teaching should be taken from all educational settings where the applicant has taught children of school age (up to 19.) The manner in which teachers cite evidence is the same as outlined in Part 2 of this Guidance.

2.12 In all cases teachers must be employed as a school teacher in a maintained school and therefore be in-service on the date they submit a request to be assessed. Teachers can be absent from work on the date they submit their request for assessment but still be in-service, such as on maternity or similar leave, study leave, sickness absence, career break or secondment etc.

SECTION 3: Assessment of evidence, role of headteachers, role of PM reviewers

How to make an assessment – role of headteachers and PM reviewers

3.1 Headteachers have a professional duty to consider the evidence submitted for assessment against the post threshold standards from eligible teachers (see paragraph 57.10 of the STPCD). This duty cannot be delegated except in the absence of the headteacher when the deputy may exercise this duty.

3.2 Performance management reviewers play an important role in the two years prior to the teacher submitting a request for assessment by working with and agreeing a reviewee's development needs, agreeing appropriate evidence to be collected (through objectives, classroom observations and other evidence) in line with their aspirations, and assessing whether or not a reviewee has made good progress towards meeting his/her objectives. It is the headteacher who assesses and determines whether the standards for post threshold are met.

3.3 The headteacher will first determine whether the outcomes of the performance management reviews indicate that the teacher has met the core standards. If not, the evidence submitted must be rejected, the governing body informed and the teacher informed in writing within 20 days of the notification to the governing body.

3.4 If the core standards have been met, the headteacher will then assess whether the evidence clearly demonstrates that the teacher has worked at the level indicated by the post threshold standards for a sustained period immediately before requesting assessment. Although some fluctuations in performance are to be expected, headteachers will be seeking to determine whether the evidence is representative of the teacher's overall performance against the post-threshold standards.

Equal Opportunities

3.5 All individuals involved in the assessment process must act fairly and in particular must not discriminate unlawfully on the grounds of a person's sex, sexual orientation, age, ethnic origin, religious beliefs, disability, part-time working, fixed-term contract or trade union activities. Teachers who believe that they have been discriminated against unlawfully have recourse to the pay appeals process within their school in addition to other legal rights and remedies.

SECTION 4: After Assessment

Communicating the outcome

4.1 The headteacher should promptly notify the relevant body (normally the Governing Body) of his or her decision once the evidence has been assessed. The head then has 20 days to notify the teacher. The headteacher should provide feedback to all candidates whether successful or not and in the case of unsuccessful candidates this should be in writing and state which standards were or were not met. All feedback should be sensitive, informative and developmental. Where the headteacher is absent this duty to provide feedback can be delegated to the deputy. We have provided a document at www.teachernet.gov.uk/threshold which we recommend that headteachers use for this purpose.

Keeping the Documents confidential

4.2 Headteachers should keep the contents of threshold assessments and all other documents associated with the process confidential in line with performance management regulations. Headteachers should not disclose details to anyone other than on a strict need to know basis.

Getting Paid

4.3 The relevant body (normally the Governing Body), on receiving notification of a successful candidate is under a duty to move the teacher concerned to U1 of the pay scale for post-threshold teachers.

4.4 Round 10 will have two cohorts. Most teachers who are successful in Round 10 will be paid on U1 from 1 September 2010 which is Round 10, Cohort 17.

4.5 However certain successful Round 10 applicants in England will move to U1 with effect from 1 September 2009 which is Round 10 Cohort 18. Such teachers will be those who had been acting-up to a post in the leadership group, paid on the leadership pay spine in a previous school year, and therefore could not apply for threshold assessment in the previous round; and also teachers who have completed the last six years of employment as a qualified teacher outside the maintained sector before the date of their application. See pay table at Annex D to see who falls into which cohort.

4.6 On completion of the assessment process, notification should be sent to the Local Authority or other appropriate body that deals with pay for the school. This should be done in whatever way the governing body normally notifies it of pay determinations or appointments made by the school.

4.7 Teachers do not receive a formal threshold certificate when they meet the post-threshold standards. If teachers need to inform employers that they have met the standards they should use the existing methods of proving their pay entitlement such as the pay determination notification from their

school/employer or whatever other means are used at local level to ascertain what pay entitlement a teacher has when moving schools or re-entering teaching.

Appeals

4.8 The relevant body (normally the governing body) must establish procedures for hearing appeals. Appeals against being assessed as not yet meeting the standards are dealt with under the statutory pay appeals process which schools are required to have. Paragraphs 6 -14 of Section 3 of the STPCD provide information on what relevant bodies should cover in their pay policy and grievance procedures. Paragraphs 15 -18 of Section 3 of the STPCD which cover hearings and appeals in connection with pay determinations, also apply to decisions with regard to post-threshold standards.

SECTION 5: Candidates from Round 9 or earlier that have not yet been assessed

Outstanding assessments

5.1 An outstanding request for assessment from Round 9 (deadline 31 August 2009) or earlier that was passed to a headteacher by an eligible teacher before the deadline on which they were required to submit their request but where assessment and/or determination has not yet taken place, must be dealt with under the arrangements for the round in question.

5.2 Where an outstanding request is subsequently assessed as meeting the standards, the successful teacher will have their pay backdated in accordance with the STPCD that was in force on the date they submitted their documentation. This safeguard will also apply to Round 10 applications that are assessed and/or determined in a later round.

SECTION 6: Background to the post-threshold teacher standards

6.1 The standards for post-threshold teachers, which are set out in Annex 1 of the STPCD, came into effect from 1 September 2007. In England, these standards are part of the framework of professional standards (see Annex A) which is intended to help teachers as they plan their careers and discuss their future development with their line managers. The standards provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career stage and the career stage they are approaching.

6.2 Within the framework the standards are designed to be cumulative and progressive. The core standards underpin all the subsequent standards and continue to apply at all subsequent career stages. Each set of standards builds on the previous set, and that is why a teacher being assessed against the post-threshold standards must also meet the core standards.

6.3 The Round 8 Guidance issued in 2007 signalled that from Round 10 (September 2009) threshold assessments would be based on evidence in performance management reviews. Given that the threshold process from Round 10 is based on evidence from performance management reviews it is important that teachers currently on M4, M5 or M6 who intend to put themselves forward for threshold assessment work with their performance management reviewers (e.g. at planning and review meetings) to ensure that the outcomes of their performance management reviews will allow a fair and accurate assessment to be made against the post threshold standards.

PART TWO

TEACHERS IN ENGLAND WHO ARE NOT SUBJECT TO THE 2006 PERFORMANCE MANAGEMENT REGULATIONS AND TEACHERS IN WALES.

Eligibility

1.1 In order to be eligible to be assessed against the post threshold standards, teachers in England who are not subject to the 2006 Performance Management Regulations and teachers in Wales must be statutorily employed under the School Teachers' Pay and Conditions Document, paid on point M6 of the pay scale for qualified classroom teachers and have qualified teacher status.

1.2 Although teachers must be in-service on the date they submit a request to be assessed against post threshold standards they could be absent from work, for instance on maternity leave, study leave, sickness absence, career break, secondment, or other absence. But they must be in-service which means they must be employed as a school teacher and have a contract of employment or for services with a local education authority or the governing body of a foundation, voluntary aided or foundation special school.

1.3 Teachers who were unsuccessful in any previous Round and teachers who have not yet been notified of the outcome of their appeal from a previous Round may be assessed again in Round 10.

1.4 Only one request for assessment may be made in any round.

Timescale for requesting an assessment

1.5 Eligible teachers who wish to apply in Round 10 must do so between 1 September 2009 and 31 August 2010.

Assessment Process

1.6. A request to be assessed against the post-threshold standards is a voluntary process and entirely a matter of choice for individuals. Teachers are responsible for requesting an assessment and they must submit a request to the headteacher at the school at which they are employed to teach. The Department has continued to produce an application form at www.teachernet.gov.uk/threshold which the applicant may wish to use but they are not obliged to do so. The headteacher should acknowledge receipt of the application in writing. A template letter is included at the back of the assessment form.

1.7 Relevant evidence in support of a post threshold request must be taken – as in previous rounds – from the most recent two year period, as defined in the STPCD, leading up to and ending at the date of their request to be assessed.

1.8 There is no requirement to prepare portfolios of supporting evidence but summarised evidence should be in the form of concrete examples from their day-to-day work. Teachers must have access to all evidence cited and any key supporting material such as feedback from classroom observation, pupils work, their own records or schemes of work. Teachers may want to draw upon evidence from their own performance appraisal review.

Equivalencies to Core Standards

1.9 In Wales the equivalent to "core standards" are the 'end of induction standards' as determined by the Welsh Assembly Government. As in England with respect to the core standards, headteachers must be satisfied that the end of Induction Standards have been met before going on to assess whether the post-threshold standards have been met. The end of induction standards are at Annex B.

1.10 The power to specify end of induction standards is contained in Regulation 13 of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005. See S.I. 2005/1818 (W.146) and circular 015/2008.

Other Issues

1.11 In all other respects the arrangements for assessment, feedback, being paid, appeals etc are the same as those subject to the 2006 Performance Management Regulations. Please therefore refer to Section 1 where you have a question that relates to the issues discussed in that Section. Where there is a reference to performance management reviews please read that as 'evidence cited' and for 'request for assessment/Administrative Document' please read that as 'the application'.

Performance Management /Performance Appraisal

1.12 For teachers in Wales a 'performance management review' means: any review of performance undertaken under The School Teacher Appraisal (Wales) Regulations 2002 or The School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002. For those teachers currently outside the 2002 regulations, a 'performance management review' means any review of performance undertaken by relevant bodies.

ANNEX A: Post-Threshold Standards

1) PROFESSIONAL ATTRIBUTES

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2) PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

3) PROFESSIONAL SKILLS

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

ANNEX B: Professional Standards for Teachers¹

Introduction

Bringing coherence to the professional and occupational standards for the whole school workforce

1. The framework of professional standards for teachers will form part of a wider framework of standards for the whole school workforce. This includes the Training and Development Agency for Schools (TDA) review of the occupational standards for teaching/classroom assistants and the professional standards for higher level teaching assistants in consultation with social partners and other key stakeholders and a review of leadership standards informed by the independent review of the roles and responsibilities of head teachers and the leadership group.

What these standards cover

2. The framework of professional standards for teachers set out below defines the characteristics of teachers at each career stage. Specifically it provides professional standards for:
 - The award of QTS (**Q**);
 - Teachers on the main scale (Core) (**C**);
 - Teachers on the Upper Pay Scale (Post Threshold Teachers) (**P**);
 - Excellent Teachers (**E**); and
 - Advanced Skills Teachers (**A**).
3. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions Document, which set out the roles and responsibilities of teachers.
4. The framework of standards below is arranged in three interrelated sections covering:
 1. Professional attributes
 2. Professional knowledge and understanding
 3. Professional skills

¹ The framework as a whole, as set out here, applies in England only. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards (as set out in the School Teachers' Pay and Conditions Document) and apply in England and Wales.

How the standards will be used

5. The standards provide the framework for a teacher's career and clarify what progression looks like. As now, to access each career stage a teacher will need to demonstrate that he/she has met the relevant standards. The process for this varies depending on the standard concerned. Teachers seeking Excellent Teacher or Advanced Skills Teacher (AST) status need to apply and be assessed through an external assessment process. Teachers seeking to cross the threshold are assessed by their head teacher. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards and teachers who are assessed as meeting them also access the relevant pay scale.
6. The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the induction year, therefore, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context. This principle applies at all subsequent career stages. So, for example, teachers who have gone through the threshold would be expected to continue to meet the core and post-threshold standards and to broaden and deepen their professional attributes, knowledge, understanding and skills in that context. There are no new criteria for pay progression for teachers paid on the upper pay scale in the 2006 School Teachers' Pay and Conditions Document.
7. The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. Whilst not all teachers will necessarily want to move to the next career stage, the standards will also support teachers in identifying ways to broaden and deepen their expertise within current career stages.
8. All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their careers. There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage. The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experience, their role within the school, and reflect their use of up-to-date subject knowledge and pedagogy.²
9. In all these cases, performance management is the key process. Performance management provides the context for regular discussions about teachers' career aspirations and their future development, within or beyond their current career stage. The framework of professional standards will provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career stage and the career stage they are approaching. The relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development. For example, a teacher who aspires to become an AST will need to reflect on and discuss how they might plan their future development so they can work towards becoming an AST and performance management would provide evidence for the teacher's future application.

² Extract from the Rewards and Incentives Group (RIG) evidence (Section 9 'The New Professionalism') to the STRB on 25 May 2005.

10. All qualified teachers in maintained schools and non-maintained special schools are required to be registered with the GTCE. To maintain registration they must uphold the GTCE's Code of Conduct and Practice for Registered Teachers.
11. The recommendation for the award of qualified teacher status and registration with the GTCE is made by an accredited Initial Teacher Training (ITT) provider following an assessment which shows that all of the Qualified Teacher Status (QTS) standards have been met. The newly qualified teacher (NQT) may then begin the induction period. NQTs will not be required to meet fully the core standards until the end of their induction period. The core standards underpin all the subsequent standards and, where there is no progression at subsequent career stages, are valid at all points of teachers' careers within both their immediate workplace and the wider professional context in which they work. Each set of standards builds on the previous set, so that a teacher being considered for the threshold would need to satisfy the threshold standards (P) and meet the core standards (C); a teacher aspiring to become an Excellent Teacher would need to satisfy the standards that are specific to that status (E) and meet the preceding standards (C and P); and a teacher aspiring to become an AST would need to satisfy the standards that are specific to that status (A) as well as meet the preceding standards (C, P and E) – although they can apply for an AST post before going through the threshold. In practice, the standards relating to the excellence of their own teaching are common to ASTs and Excellent Teachers, the three additional AST standards are focused on their ability to carry out their work with other schools and on their leadership role.
12. The framework of standards is progressive, reflecting the progression expected of teachers as their professional attributes, knowledge and understanding and skills develop and they demonstrate increasing effectiveness in their roles. Post Threshold Teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards across the school, continue to develop their expertise post threshold and provide regular coaching and mentoring to less experienced teachers. Excellent Teachers provide an exemplary model to others through their professional expertise, have a leading role in raising standards by supporting improvements in teaching practice and support and help their colleagues to improve their effectiveness and to address their development needs through highly effective coaching and mentoring. Advanced Skills Teachers provide models of excellent and innovative teaching and use their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development (CPD) for other teachers. They carry out developmental work across a range of workplaces and draw on the experience they gain elsewhere to improve practice in their own and other schools.
13. All the standards are 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 Acts 1995 and 2005 and relevant associated guidance, the special educational needs provisions in the Education Act 1996 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).
14. The professional standards must operate in the context of teachers' legal rights and contractual entitlements.
15. Nothing in the professional standards militates against teachers taking lawful industrial action.

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 particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.
- 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 take place.
- The term 'workplace' refers to the range of educational establishments, contexts and settings (both in and outside the classroom) where teaching takes place.
- 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.
- 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' refers to the rights of children and young people (as set out, and consulted upon in the Every Child Matters Green Paper and subsequently set out in the Children Act 2004), in relation to:
 - 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
- The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all children and young people's capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalising learning' is not about individual lesson plans or individualisation (where children are taught separately or largely through a one-to-one approach).

1. Professional attributes				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C1 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.	C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.			

1. Professional attributes				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Frameworks				
<p>Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.</p> <p>(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</p>	<p>C3 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.</p>			
		<p>P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</p>	<p>E1 Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.</p>	<p>A1 Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.</p>

1. Professional attributes				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Communicating and working with others				
Q4 Communicate effectively with children, young people, colleagues, parents and carers.	C4 (a) Communicate effectively with children, young people 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.			
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.	C5 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.			
Q6 Have a commitment to collaboration and co-operative working.	C6 Have a commitment to collaboration and co-operative working where appropriate.			

1. Professional attributes				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Personal professional development				
<p>Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs</p> <p>(b) Identify priorities for their early professional development in the context of induction</p>	<p>C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.</p>			
<p>Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.</p>	<p>C8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.</p>		<p>E2 Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.</p>	
	<p>C9 Act upon advice and feedback and be open to coaching and mentoring.</p>			
<p>Q9 Act upon advice and feedback and be open to coaching and mentoring.</p>				

2. Professional knowledge and understanding				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) 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.	C10 Have a good, up-to-date working 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 to provide opportunities for all learners to achieve their potential.			
		P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		
			E3 Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.	

2. Professional knowledge and understanding				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C11 Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.			
		P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.		
		P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		
Q12 Know a range of approaches to assessment, including the importance of formative assessment.	C12 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.	C13 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.			
	C14 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.			
		E4 Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.		

2. Professional knowledge and understanding				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.			
		P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.		
		E5 Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.		
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.	C16 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 across the age and ability range they teach.			

2. Professional knowledge and understanding				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.			

2. Professional knowledge and understanding				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C18 Understand how children and young people develop and how the progress, rate of development 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.	C19 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.		E6 Have an extensive knowledge on matters concerning equality, inclusion and diversity in 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.	C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.			
	C21 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 disabilities, and to refer to sources of information, advice and support from external agencies.			

2. Professional knowledge and understanding				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Health and well-being				
<p>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.</p> <p>(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.</p>	C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.			
	C23 Know the local arrangements concerning the safeguarding of children and young people.			
	C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.			
	C25 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.			
			P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	

3. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) 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.	C26. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.			
		P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.		
		E7 (a) Take a lead in planning collaboratively with colleagues in order to promote effective practice. (b) identify and explore links within and between subjects/curriculum areas in their planning.		
Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.	C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.			
Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.	C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.			

3. Professional skills					
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:	
Teaching					
<p>Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p> <p>(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.</p> <p>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.</p> <p>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p>	<p>C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:</p> <p>(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.</p> <p>(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</p> <p>(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.</p> <p>(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p> <p>(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.</p>				
	<p>C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</p>				
			<p>P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p>		
				<p>E8 Have teaching skills which lead to excellent results and outcomes.</p>	
				<p>E9 Demonstrate excellent and innovative pedagogical practice.</p>	

3. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Teaching				
Q25 (cont) (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.				

3. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.		E10 Demonstrate excellent ability to assess and evaluate.	
Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.	C32 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.			
			E11 Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.	
Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	C33 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.			
	C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.			

3. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.			
	C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.			
			E12 Use 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. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C37 (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. (b) Make use of the local arrangements concerning the safeguarding of children and young people. (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning 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.	C38 (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.			
	C39 Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.			

3. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
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.	C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.			
		P9 Promote collaboration and work effectively as a team member.		
			E13 Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.	A2 Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to school improvement.

3. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent teachers (E) should:	Advanced skills teachers (A) should:
Team Working and Collaboration continued				
Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	C41 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.			
		P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		
		E14 Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.		
		E15 Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.		
				A3 Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.

ANNEX C The End of Induction Standards – Wales

1. Professional Characteristics

- 1.1 conduct themselves with integrity and apply their knowledge and skills within their professional work;
- 1.2 reflect on and act to improve their professional practice, taking shared responsibility for their own professional development and learning;
- 1.3 work collaboratively and co-operatively with those who contribute toward the work of the school;
- 1.4 demonstrate commitment to equal opportunities, social justice and inclusion.

2. Knowledge and Understanding

- 2.1 demonstrate an understanding of practice and the broader educational perspective in Wales when engaging in professional dialogue;
- 2.2 demonstrate a detailed working knowledge of their sector, the school in which they teach and their related professional responsibilities;
- 2.3 demonstrate secure knowledge and understanding of the theory and practical skills in the curriculum area or subjects taught;
- 2.4 deliver the common requirements of the National Curriculum in Wales; that is, communication, mathematical, problem solving, creative and Information Technology skills; Cwricwlwm Cymreig and personal and social development.

3. Planning, Teaching and Learning and Class Management

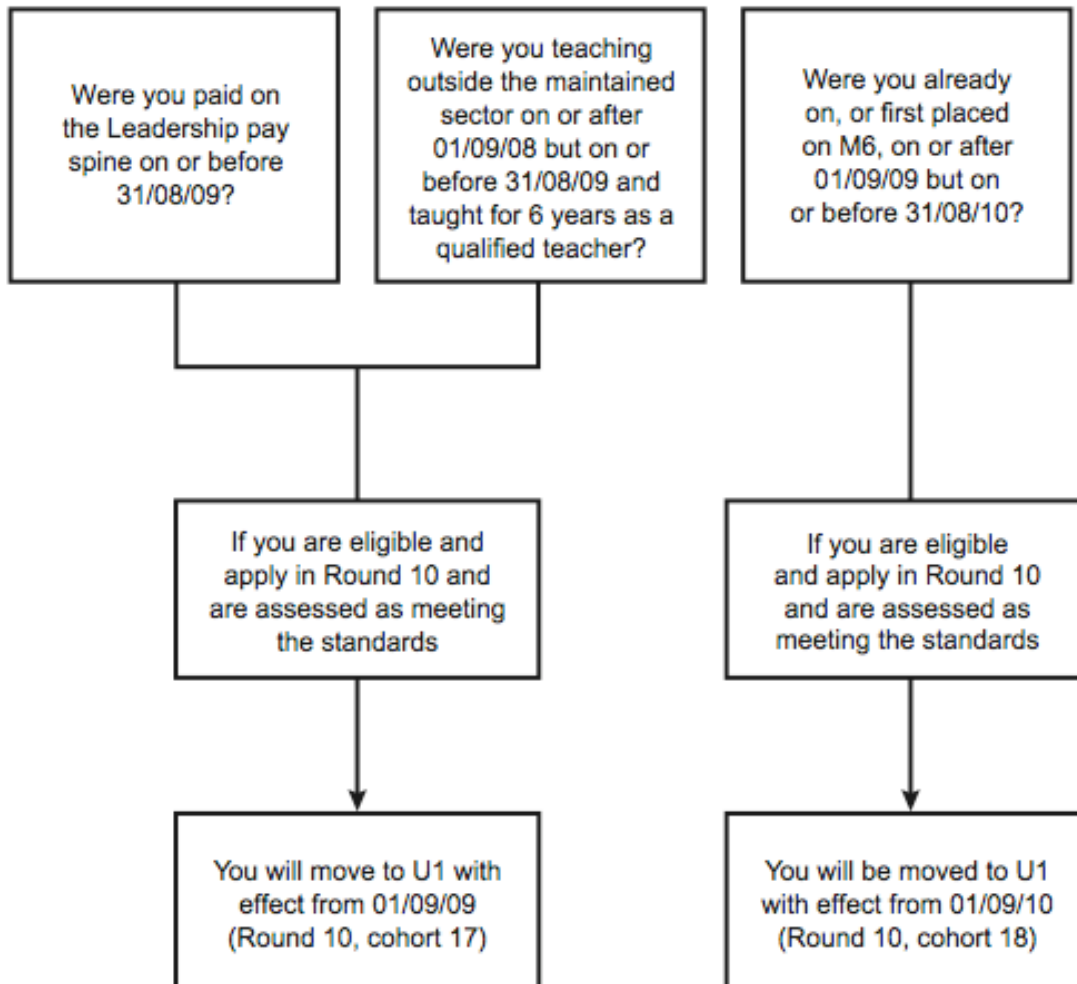
- 3.1 plan effectively to meet the learning needs of all pupils including, where applicable, those with identified Special Educational Needs, gifted and talented pupils and those with English or Welsh as an additional language;
- 3.2 demonstrate increasing proficiency in selecting and using a broad range of teaching and learning strategies and available resources, which they evaluate critically in terms of pupils' learning;
- 3.3 be able to justify their approach in terms of the curriculum, learning objectives of schemes of work and the learning needs and abilities of their pupils;
- 3.4 secure a good standard of pupil behaviour through establishing rules and high expectations, in order to achieve positive relationships; purposeful activity; and an appropriate environment for learning taking due account of school policy.

4. Monitoring, Assessment, Recording and Reporting

- 4.1 recognise the level a pupil is achieving and make accurate formative and summative assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phases taught;
- 4.2 record and use the results of day-to-day assessment to modify their teaching, and secure progression in pupils' learning by identifying appropriate learning targets for individuals and groups of pupils;
- 4.3 provide reports on pupils' progress and achievements, identifying appropriate targets and learning goals, and providing guidance to enable parents/carers to support their children's learning.

ANNEX D: POST THRESHOLD ROUND 10 PAY TABLE

Table to determine when you will be paid as a post threshold teacher if you meet the post threshold standards in Round 10



1 An eligible application means one that met all the relevant eligibility criteria of a previous round, e.g. having QTS, paid on M6, providing a minimum of two years of evidence or PM Review statements, etc. An application that was rejected on grounds of eligibility, or one that is subsequently found to have been ineligible, even if it met all the standards applicable to that round, or one that was submitted to a headteacher but never assessed or processed – even though it met all the eligibility conditions and therefore should have been assessed/processed – means you did not technically apply.

2 To check whether you are eligible to apply in Round 10 see section 1 on page 6 of this document.

ANNEX E: Teachers Not Statutorily Covered by the School Teachers' Pay and Conditions Document (STPCD)

Threshold Assessment in 2009/10 (Round 10)

The Department for Children, Schools and Families' guidance on the threshold process in 2009/10 (Round 10) says that assessment against the post-threshold standards is open to qualified teachers who are legally covered by the STPCD 2009. This includes:

- teachers employed by the governing body of a voluntary aided school, a foundation school or foundation special school;
- teachers employed by the LA in a community school, a voluntary controlled school, a community special school, a nursery school or a pupil referral unit;
- teachers employed by the LA as an unattached teacher in the provision of primary or secondary education.

2. Previous to Round 5, the Department had extended the external threshold assessment and verification process to teachers employed in certain settings other than those listed above, and recognised that assessment if the teacher ever entered the maintained sector. However, since Round 5 there has no longer been any external assessment or verification of headteachers' decisions on whether a teacher has met the threshold standards (or post-threshold standards from Round 5); such decisions are now made entirely at school level. This change in policy stems from the Secretary of State's final decisions announced on 30 April 2004 on his proposals in response to the recommendations of the School Teachers' Review Body's 13th Report.

Teachers employed in schools or services similar to the maintained sector

3. Some qualified teachers who are not statutorily covered by the STPCD but are employed in schools and services that closely resemble the maintained sector will continue to be eligible to apply for threshold assessment. Threshold status that is established in this way will continue to be transferable to the maintained sector. These include teachers:

- employed at an MOD school;
- employed by an Education Action Forum;
- t employed in City Technology College or City College for the technology of the Arts, and Academies;
- employed in Non-Maintained Special Schools
- teachers previously employed by a LA whose employment has been transferred to a contractor as a result of Department for Children, Schools and Families intervention
- teachers employed by local authorities who work in children's homes maintained by an Authority (Footnote 3)

³ This would include local authority secure units, local authority community homes with education and any other residential establishment for children maintained by the local authority in the exercise of a social services function.

4. Some of these teachers will have contracts of employment that tie their pay scales and conditions of service to those in the STPCD. For these teachers, the eligibility rules are exactly the same as those set out in the relevant paragraphs of the 'Threshold Assessment 2009/10, Round 10: Guidance' (except of course for the requirement to be statutorily covered by the STPCD).

5. Teachers whose pay scales and conditions of service differ from those in the STPCD will also continue to be eligible to apply for threshold assessment if they:

- have Qualified Teacher Status (QTS);
- have acquired at least five years post-QTS teaching experience between 1 September 2008 and 31 August 2009;
- were in one of the categories described in paragraph 3 during that period;
- are in one of the categories described in paragraph 3 on the date on which they make their application; and
- apply within the school year 2009/10 or by 31 October 2010 if they are teaching in England and they mirror the 2006 PM Regulations for their performance management arrangement.

6. In terms of teachers in independent schools and private bodies, the statutory STPCD 2009 continues to provide for any teacher who had previously (prior to Round 5) been assessed by an external assessor as meeting the threshold standards to have their entitlement recognised in the maintained system, if they should ever decide to move sectors.

7. Since Round 5 (2004/05) any teacher who was not employed in the settings listed above wishing to seek threshold recognition on entering the maintained sector - where they have not previously been assessed by an external assessor - can apply to their new headteacher in the maintained sector. Any teacher who was not employed in the maintained sector in the school year before the year in which they actually apply in the maintained sector, has QTS, are paid on point M6 of the pay scale for classroom teachers and has completed 6 years of employment as a qualified teacher when they apply will move to the first point of the pay scale for post threshold teachers backdated to the start of the school year in which they make their application.

8. They will therefore be no worse off in pay terms than a colleague who had served wholly in the maintained sector before applying or if the old arrangements had continued. Teachers from such settings can also continue to use evidence from all their experience in those other settings to support their threshold applications in the maintained sector, as long as the experience involved teaching children up to 19 years of age.

Supply teachers provided by private agencies

9. There are no plans to extend the threshold arrangements to supply teachers provided by private agencies.