INTRODUCTION

The DfES/Teacher Training Agency (TTA) document “Qualifying to Teach” replaces DfES Circular 4/98 and has the same legal standing. It sets out the standards that must be met by trainee teachers before they can be awarded Qualified Teacher Status (QTS) and the requirements for training providers and those who make recommendations for the award of QTS. The Standards and requirements come into effect from 1 September 2002. Both this document and the accompanying Handbook will be available on the DfES and TTA websites at www.dfes.gov.uk and www.canteach.gov.uk. All quotations used in this briefing are taken from “Qualifying to Teach”.

STANDARDS FOR THE AWARD OF QTS

The Standards are written in the form of outcome statements that set out what a trainee must know, understand and be able to do to be awarded QTS. The statements are organised into three categories that describe the criteria for the award.

a. **Professional Values and Practice** – Standards relating to the attitudes and commitment expected of the teacher, derived from the GTC’s professional code. Those awarded QTS must understand and uphold the GTC professional code by demonstrating all of the following:

   i. High expectations of all pupils.
   
   ii. Consistent respectful and considerate treatment of pupils.
   
   iii. The positive values, attitudes and behaviour they expect from pupils.
   
   iv. Sensitive and effective communication with parents and carers, which recognises their rights, responsibilities and interests.
v. Contribution to and shared responsibility in the corporate life of the school.

vi. Understanding of the contribution of support staff as professionals.

vii. Ability to improve their own teaching, taking increasing responsibility for their own professional development.

viii. Awareness of and compliance with the statutory frameworks relating to teachers’ responsibilities.

b. **Knowledge and Understanding** – These Standards require NQTs to be confident and authoritative in the subjects they teach, to have a good understanding of how pupils should progress and what teachers should expect them to achieve. Those awarded QTS must demonstrate all of the following:

i. secure knowledge and understanding of the subjects they are trained to teach. For secondary school trainees, this should be to degree level or equivalent. In relation to specific phases:

   i. **Foundation Stage** – Those awarded QTS must demonstrate knowledge and understanding of the aims, principles, six areas of learning and early learning goals. For reception classes, those awarded QTS must demonstrate knowledge of the National Numeracy and Literacy Strategies’ frameworks, methods and expectations.

   ii. **Key Stage 1 and/or 2** – Those awarded QTS must demonstrate knowledge and understanding of the curriculum for all National Curriculum core subjects and the National Literacy and Numeracy Strategies frameworks methods and expectations. They must have “sufficient understanding of a range of work”, across the following subjects, to be able to teach them, with advice from experienced colleagues where necessary.
iii. **Key Stage 3** – Those awarded QTS must demonstrate knowledge and understanding of the relevant National Curriculum programme(s) of study and, for those qualifying to teach the core subjects, the relevant frameworks, methods and expectations set out in the national strategies for Key Stage 3. Those awarded QTS must demonstrate knowledge of the cross-curricular expectations of the National Curriculum and familiarity with the National Strategies for Key Stage 3 guidance.

iv. **Key Stage 4 and Post-16** – Those awarded QTS must demonstrate awareness of the pathways for progress through the 14-19 phase, familiarity with key skills and the National Qualifications framework, knowledge of progression within and from their own subject and the range of qualifications to which their subject contributes and understanding of how courses are combined in students’ curricula.

ii. Regardless of phase, all trainees are required to demonstrate:

- knowledge and understanding of the values, aims, purposes and general teaching requirements of the National Curriculum Handbook;

- familiarity with the Citizenship Programme of Study and National Curriculum PSHE framework relevant to the age group they are trained to teach;
• awareness of the expectations, typical curricular and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach;

• understanding of how pupils’ learning is affected by physical, intellectual, linguistic, social, cultural and emotional development;

• knowledge of how to use ICT effectively to teach and support their wider role;

• understanding of their responsibilities under the SEN Code of Practice and knowledge of how to seek advice from specialists on ‘less common types of SEN’;

• knowledge of a range of strategies to promote good behaviour and establish a ‘purposeful learning environment’; and

• have passed the QTS skills tests in numeracy, literacy and ICT.

c. **Teaching** – Standards relating to the skills of planning, monitoring and assessment, teaching and class management. Those awarded QTS are required to demonstrate all of the following:

**Planning, Expectations and Targets**

• Ability to set challenging, teaching and learning objectives relevant to all pupils in their classes.

• Use of these objectives in planning lessons and sequences of lessons, taking into account pupils’ varied needs.
• Selection, preparation and effective organisation of resources with the help of support staff, where appropriate.

• Participation in and contribution to teaching teams, as appropriate to the school, “Where appropriate, they plan for the deployment of additional adults who support pupils’ learning”.

• Ability to plan out of school learning opportunities with the help of other staff where appropriate.

Monitoring and Assessment

• Appropriate use of a range of monitoring and assessment strategies to evaluate pupils’ progress. Use of this information to improve their own planning and teaching.

• Monitoring and assessment as they teach, giving “immediate and constructive feedback” to pupils and involving them in evaluating and improving their own performance.

• Ability to assess pupils’ progress accurately, using the relevant level descriptions criteria etc., with guidance from an experienced teacher where appropriate.

• Ability to identify and support more able pupils, those working below expectations or failing to achieve their potentials, and those with behavioural, emotional and social difficulties with guidance from an experienced teacher where appropriate.

• Ability to identify the levels of attainment of EAL pupils with the help of an experienced teacher.

• Recording of pupils’ progress and achievements systematically to provide evidence of progress and attainment over time and to use this to inform planning and to help pupils review their own progress.
• Ability to use records to report on pupils’ attainment and progress orally and in writing.

Teaching and Class Management

• High expectations of pupils and good relationships with them.

• Ability to teach all of the requirements of the curriculum relevant to the pupils in the age range they have trained to teach competently and independently.

• Ability to teach clearly structured lessons, or sequences of lessons, which interests and motivates pupils and which make learning objectives clear to pupils, employing interactive teaching methods and collaborative group work that promotes active and independent learning.

• Differentiation in their teaching to meet the needs of pupils with guidance from an experienced teacher where appropriate.

• Ability to support EAL pupils with the help of an experienced teacher where appropriate.

• Awareness of the varying interests, experiences and achievements of all their pupils.

• Effective organisation and management of teaching and learning time.

• Safe and effective organisation and management of the physical teaching space and resources with the help of support staff where appropriate.
• High expectations for pupil behaviour and establishment of a clear framework for classroom discipline.

• Effective use of ICT in teaching.

• Responsibility for teaching a class, or classes, over a sustained and substantial period of time.

• Teaching across the relevant age and ability range.

• Ability to provide homework that consolidates and extends work done in class.

• Ability to work collaboratively with specialist teachers and other colleagues and to manage the work of teaching assistants, or other adults, with the help of an experienced teacher as appropriate.

• Recognition and effective response to equal opportunities issues that arise in the classroom, following relevant school policies and procedures.

The Standards apply to all trainee teachers, whatever training route they take. They do not set a curriculum or specify how training should be organised or run. The Standards are a minimum legal requirement and it is expected that, for example, “Many primary teacher trainees will choose to supplement this minimum by continuing to offer a subject or a phase specialism”.

Trainers may also choose to provide additional training that develops trainee teachers’ knowledge and skills. For example:

• Specialised areas – SEN, gifted and talented, PSHE;

• non-National Curriculum subject specialism;
training appropriate for Standards for teaching and supporting learning in further education; and

training relevant to the needs of a region, e.g. multi-lingual classrooms.

The Teacher Training Agency (TTA) has produced a handbook to accompany the Standards, which provides non-statutory guidance. The first part includes a range of examples of the knowledge and skills required by the Standards. It can be used by providers for clarification and support in their assessments of trainee teachers and to check the content and quality assurance systems of their training. The second part clarifies the requirements for Initial Teacher Training (ITT) and provides extra supporting information, posing questions for providers to consider when evaluating the training that they provide. It also contains guidance on developing effective partnerships with schools.

OFSTED will produce an inspection handbook on the inspection of ITT that will be based on the statutory requirements only. Full inspections will focus on the Standards achieved by trainees, as well as the management and quality assurance requirements and the training and assessment of trainees. Short inspections will focus on the requirements, management, and quality assurance only. OFSTED will not inspect the non-statutory guidance contained in the TTA handbook.

**REQUIREMENTS FOR ITT PROVIDERS**

**Trainee Entry Requirements.** All providers must:

- Be satisfied that entrants have the capability to meet the required Standards by the end of their training and possess the appropriate personal and intellectual qualities to be a teacher.

- Ensure that all entrants have Grade C GCSE Mathematics and English, or equivalent.
Ensure that all entrants for primary or Key Stage 2/3 training, born on or after 1 September 1979, have a Grade C GCSE, or equivalent, in a Science subject.

Ensure that all entrants meet the Secretary of State’s requirements for physical and mental fitness to teach.

Ensure that systems are in place to check if entrants have a criminal background, or have previously been excluded from teaching or working with children.

Be satisfied that all entrants can read and communicate in spoken and written Standard English effectively.

Ensure that, for postgraduate courses, entrants hold a degree, or equivalent qualification, awarded by a UK HE institution.

Ensure that the selection process involves the candidate in a group or individual interview.

**Training and Assessment** – All providers must:

Ensure that the training programme enables trainees to demonstrate that they have met the Standards for the award of QTS.

Ensure that trainees' achievements against the Standards are regularly and accurately assessed, confirming that all of the Standards have been met before recommending the award of QTS.

Ensure that training takes account of individual needs.

Prepare trainees to teach across at least two consecutive Key Stages (these include the Foundation Stage and the 16-19 age range).
• Ensure trainees spend at least the following amounts of time being trained in school. Trainees’ former experience of working with pupils may count towards these totals:
  – 32 weeks for all full year undergraduate programmes;
  – 24 weeks for all two and three year undergraduate programmes;
  – 24 weeks for all secondary and Key Stage 2/3 postgraduate programmes; and
  – 18 weeks for all primary postgraduate programmes.

Trainees must have experience in at least two schools. Settings, other than schools, may be used if they enable trainees to work towards achievement of the Standards.

• Ensure that all those recommended for QTS receive and are supported in completing a Career Entry Profile and are informed of induction arrangements.

Management of the ITT Partnership. All providers must:

• Work in partnership with schools and actively involve them in the planning and delivery of training and the selection and assessment of trainees.

• Form a partnership agreement that set out each partner’s roles and responsibilities, make arrangements for supporting staff involved in training and make clear how resources are divided and allocated.

• Ensure that the partnership works effectively and that the training provided is co-ordinated and consistent.

Quality Assurance – All providers must:
• Ensure provision complies with the Secretary of State’s requirements for ITT.

• Ensure that trainees have access to the resources they need in order that they can meet the Standards required for the award of QTS.

• Ensure rigorous internal and independent external moderation procedures are in place.

• Ensure issues arising from moderation are investigated and addressed.

• Monitor and evaluate systematically all aspects of provision to improve its quality and ensure it complies with the requirements.

• Benchmark performance over time and against similar providers if they regularly provide training.