

Achieving QTS: The Role of the Teachers' Standards and the LJMU ITT Tracker

Context: In order to achieve Qualified Teacher Status, all student teachers have to successfully demonstrate the 8 Teachers' Standards and the required Professional Behaviours in Part 2, by the end of their training programme. The Teachers' Standards apply to most teachers at all stages of their career. Providers of initial teacher training (ITT) are required to assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

The Standards aim to describe the components of effective teaching. There are 8 Part 1 standards; a teacher **MUST**:

1. Set high expectations which inspire, motivate and challenge pupils;
2. Promote good progress and outcomes by pupils;
3. Demonstrate good subject and curriculum knowledge
4. Plan and Teach well-structured Lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil Wider Professional Responsibilities

Part 2 of the Teachers' Standards (which is equally important) has three key elements which describe the Professional and Personal Conduct required of all Teachers. Part 2 **MUST** also be demonstrated.

Within the Department for Education Teachers' Standards guidance, each of the 8 standards is accompanied by a number of bulleted subheadings. These are designed to amplify the scope of each Standard. In the LJMU Tracker, the wording of each of the bullets has been retained, but they are set out in a paragraph instead. This is to reinforce that they are exemplification of the overall Standard and do not need to be addressed, referenced or evidenced in isolation, using a tick box approach. They are useful, in order to further understand what is expected for each Standard, and to reflect on progress and to consider next steps, but they are **NOT** separate sub-standards (in fact, there is no such thing).

Because the Teachers' Standards apply to all teachers and because ITT providers are required to identify the level of achievement expected at the end of a training programme, the LJMU partnership has (in consultation with national provider organisations), devised benchmark descriptors. These describe the **minimum expectation** we have of our new teachers if we are to recommend them for QTS. These benchmark descriptors will be used at the end of the programme; to decide whether each trainee can be recommended for QTS and should be used during the programme in order to identify areas that still need to be developed, or where further experience may be required.

This is the Standard

Here is an example from the Tracker:

Trainee Reflection | Standard S1: by the end of the programme, the trainee should have evidenced

Set high expectations which inspire, motivate and challenge pupils

In order to demonstrate this standard, we expect trainees to show that they (at a level appropriate for the end of training) can establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

In order to be recommended for QTS we expect that teachers in training are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences, they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this, most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.

This is the detail from the DfE (the 'bullet points' which show the scope of the standard)

This is the benchmark descriptor for this Standard, which we expect to be achieved by the end of the training programme

Each of the 8 standards is set out in the same way.

How do I evidence the Teachers' Standards?

The Evidence that you have met the standards will mainly be generated by your planning, teaching and assessments and most importantly by your impact on pupil learning. It will be supported by evaluations of your progress by staff in school. Given that the Teachers' Standards are descriptions of effective teaching, if you learn to teach effectively, and as a consequence your pupils make progress in their learning, the Teachers' Standards should be met.

How do I use the Teachers' Standards when setting Targets in weekly meetings?

Targets set in weekly meetings should arise from your developmental needs and the needs of your learners. Once appropriate weekly targets have been decided (in discussion with your ITT Mentor), they can be referenced or tagged to the Teachers' Standards. For example, if your target is about improving aspects of classroom management, you would decide what specific aspects you need to improve, then reference (S7). Similarly, when writing feedback on your teaching, the areas of strength and areas for development identified by your mentors will reference an appropriate Standard or Standards. In this way, the Teachers' Standards are clearly indicated, but are not the starting point for targets. Targets should be written in plain English (not "Standard Speak") and maintain their core purpose, which is to improve your practice and your positive impact on your pupils' learning.

What is the LJMU ITT Tracker for?

The LJMU ITT Tracker is the means by which you can keep track of your progress towards meeting and evidencing the Teachers' Standards. It provides a vehicle for you to periodically reflect on your progress. It also enables you to keep a log or **audit** of evidence. This evidence will support you and your ITT Mentor in verifying and confirming your achievements at the end of the programme. The LJMU ITT Tracker and achieving QTS are essential components of each "BEC" Module on Postgraduate Programmes.

What is my role in completing the LJMU ITT Tracker?

Each Teaching Standard in the tracker is followed by a section where you write a short reflection on your progress. You must complete this as required at the end of each phase of training. It is helpful to remind yourself of the scope of each standard and the benchmark expectation before completing this. Writing each reflection should help you to identify where your focus should be during the next phase of training, and which standards might need more experience, focused work, or attention. The word count should help you understand that we are not looking for long or academically referenced explanations.

You should add evidence to each of the Teachers' Standards regularly and systematically over the course of your training. The **audit** sections are there for this purpose. An example is provided for each Standard to guide you. The same evidence may be appropriate for more than one Standard:

Evidence Audit | Standard S2: Promote good progress and outcomes by pupils

| Phase | Evidence selected and brief explanation of why it demonstrates progress | Location (if documentary evidence) | Date | Key Stage(s) |
|-----------|--|--|--------------|--------------|
| EXAMPLE 2 | <i>Geography Unit of work, which shows how I planned a unit, which extended pupils' knowledge and understanding of weather and climate. Good progress evident in pupils' work and their self-evaluation of progress and targets.</i> | <i>Placement file. Pupils' Geography books (some examples of work in placement file)</i> | <i>06/01</i> | <i>2</i> |

Most evidence should be selected because it shows how you have successfully developed pupil progress (your impact on learning). Although evidence can be added from the start of the programme, there will normally be little appropriate evidence early on, because you have had limited teaching experience, so little impact.

We are not looking for long lists of individual items in the audit sections. We encourage you to emphasise quality over quantity. Normally a combination of items (as in the example above) is most powerful.

For instance for S7, an example of evidence might be a week of lesson plans, where you really focused on classroom management in your evaluations; the Lesson Analysis Forms (LAFs) completed by staff which acknowledged your progress in this area; a weekly meeting form which captured your progress against targets and (most significantly) some examples of pupils' outcomes that week, which were improved, because of **your** improvement.

In this example, your listed evidence might consist of 3 plans, a weekly meeting form, 2 LAFs and some examples of pupil work. By adding examples like these to the LJMU ITT Tracker, you will be able (when you have the final discussion with your LT and ITT Mentor at the end of your programme which recommends QTS – the Triangulation meeting) to illustrate how you have met the Teachers' Standards. The actual evidence does not have to be copied/ pasted/ added to a separate online file. The audit pages should just help you to remember where it is stored, for when you need it. The evidence is normally found in your QTS file or School Experience (teaching) file, but some will be less tangible and without a paper trail. In these cases, when the final triangulation meeting takes place, we will rely on your or your ITT Mentor's verbal account to expand on it (if we need to), Not all evidence exists on paper, and this is not an expectation.

What is my ITT Mentor's role in the LJMU ITT Tracker?

You should discuss your LJMU ITT Tracker regularly with your ITT Mentor and particularly in the run up to review points. You should share your reflections with them and discuss the evidence you are adding. They can help you to identify appropriate evidence to use and, together, you can use the tracker to formulate next steps and plan appropriate experiences, which will give you the opportunity to continue to make progress in meeting the Teachers' Standards by the end of your training programme. Where you are struggling to add appropriate evidence, this may be an indication that you need further experience of a particular aspect of teaching; this can then help identify what your future weekly meeting targets should prioritise.

How can my Liaison Tutor help?

Your Liaison Tutor (LT) can offer advice on your evidence and you should consult them if you are unsure. They can speak with your ITT Mentor too, if it would be helpful. You should see your LT as your first point of contact over school-related and QTS related queries. Because you have shared the access to your LJMU ITT Tracker with your LT, by sharing your OneDrive QTS folder, your LT can access your LJMU ITT Tracker at any time.

Students can become preoccupied with the LJMU ITT Tracker and worry about evidencing the Teachers' Standards. If you focus on developing your teaching and ensuring that you are having a positive impact in school, the evidence should not be hard to gather.

So please focus on improving rather than proving, but remember to revisit the Teachers' Standards, the LJMU ITT Tracker and the audit of evidence regularly, in order to capture your progress.