

## **Threshold Assessment 2007/08, Round 8: Guidance**

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## BACKGROUND

### 1. General Information

**1.1** The statutory basis for assessment against the post-threshold standards is contained in the School Teachers' Pay and Conditions Document (STPCD) 2007. The full text of the STPCD, including its accompanying statutory guidance, is available on the Teachernet website at [www.teachernet.gov.uk/pay](http://www.teachernet.gov.uk/pay)

**1.2** This guidance supplements the statutory provisions in the STPCD by providing an aide-mémoire for teachers applying for assessment to 'cross the threshold', and for those involved in conducting assessments against the post-threshold standards in the school year 2007/08 (Round 8).

**1.3** 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'.

**1.4** For the purposes of this document, a 'performance 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.
- (for teachers in Wales) any review of performance - including if appropriate a review undertaken under the School Teachers Appraisal (Wales) Regulations 2002. For those teachers currently outside the 2002 regulations, relevant bodies need to ensure that they review the performance of teachers on an annual basis where applicable for pay progression purposes.

### 2. Summary of the key points and changes for Round 8 (2007/08)

**2.1** Teachers who want to apply in Round 8 must do so on or after 1 September 2007 but no later than 31 August 2008.

**2.2** The performance threshold standards have been revised. All applications in Round 8 will be assessed against these revised standards which are now known as the post-threshold standards, and are set out in Annex 1 of the STPCD (see also **Annex A**).

**2.3** Relevant evidence must be taken from the most recent **2 year** period (see paragraph 7.2.2 below).

**2.4** The model application form has been updated to reflect the changes to the standards.

**2.5** Teachers can only apply for assessment against the post-threshold standards once in any school year.

**2.6** 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.

**2.7** Round 8 will have two cohorts. Successful Round 8 cohort 13 teachers will move to U1, backdated to 1 September 2007. Successful Round 8 cohort 14 teachers will move to U1, with effect from 1 September 2008. The cohorts in Round 8 are explained in paragraph 16 and an explanatory flow diagram is provided at **Annex C**.

**2.8** Teachers who were unsuccessful in any previous Round and teachers who have not yet been notified of the outcome of their appeal may apply again in Round 8.

### **3. Applicants already on the pay scale for post threshold teachers**

**3.1** Teachers who are paid on the pay scale for post threshold teachers (U1, U2, or U3) have already crossed the threshold and do not need to apply again. Paragraph 33 of Section 3 of the STPCD deals with the pay progression for teachers already on the pay scale for post threshold teachers.

## **ROLES AND RESPONSIBILITIES**

### **4. The role of...**

#### **4.1 ...the relevant body**

**4.1.1** The relevant body has legal responsibility for the assessment process but it is required to delegate the receipt and assessment of applications to the headteacher.

**4.1.2** The relevant body, on receiving notification of a successful application, is under a duty to move the teacher concerned to U1 of the pay scale for post threshold teachers, in accordance with paragraph 19 of Section 2 of the STPCD. For guidance and an explanatory flow diagram on payment dates refer to paragraph 16 and the table at **Annex C** respectively.

**4.1.3** The relevant body must establish procedures for hearing appeals (see paragraph 15 below).

#### **4.2 ...the headteacher**

**4.2.1** Headteachers have a professional duty (see paragraph 60.10 of Section 2 of the STPCD) to assess threshold applications (including those from teachers currently absent from school for any reason and those who have left the school after submitting their application), and to provide feedback to the teacher. This duty cannot be delegated to a deputy or assistant headteacher, except in the absence of the headteacher when the deputy may exercise this duty.

**4.2.2** Where a teacher has cited evidence from more than one school, headteachers should consult the previous headteacher(s), in order to verify the accuracy of that evidence and whether it is representative of the teacher's performance.

**4.2.3** The headteacher should promptly notify the relevant body of his decision on the application once it has been assessed, and also notify the teacher within 20 working days.

**4.2.4** Headteachers should keep the contents of threshold applications and all other documents associated with an applicant's application confidential. Headteachers should not disclose details to anyone who is not involved in assessing or reviewing the application.

### **4.3 ...a manager of teachers**

**4.3.1** Teachers who manage staff have a professional duty (see paragraph 72.11.2 of Section 2 of the STPCD) to assist, on request, the headteacher to carry out threshold assessments of the teachers they manage. The duty can only reasonably apply to teachers with management responsibilities who have an overview of the relevant aspects of the work of the teachers concerned. Such managers could be a head of department, a key stage co-ordinator or a member of the leadership group.

## **5. Equal opportunities**

**5.1** 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.

## **ACTION BEFORE ASSESSMENT**

### **6. Eligibility to apply in Round 8 (2007/08)**

**6.1** Assessment is open to all teachers who, at the time when they apply:

- are statutorily employed under the STPCD 2007; and
- are paid on point M6 of the pay scale for qualified classroom teachers; and
- have Qualified Teacher Status (QTS); and
- apply on or after 1 September 2007 but no later than 31 August 2008.

**6.2** Headteachers or teachers in circumstances where eligibility is not clear should refer to the STPCD 2007 or contact the DCSF's Public Enquiry Unit on 0870 000 2288. Please also refer to **Annex B** for information on eligibility of teachers who are not statutorily covered by the STPCD.

## **7. Applications, Evidence and Absence**

### **7.1 Applications**

**7.1.1** Applying for assessment is a voluntary process and entirely a matter of choice for individuals. Teachers are responsible for applying for assessment and they must apply to the headteacher of the school at which they are employed to teach.

**7.1.2** Although not a statutory requirement, it is recommended that schools use the model application form in Round 8 to help ensure consistency of assessment.

### **7.2 Evidence**

**7.2.1** It is the teacher's responsibility to provide summarised evidence – in the form of concrete examples from their day-to-day work – in support of an application. This evidence should be as recent as possible and clearly demonstrate that the teacher has worked at the level indicated by the post-threshold standards for a sustained period immediately before the application is submitted.

**7.2.2** Normally, the evidence should cover **two years** leading up to and ending at the date of their application. In certain circumstances (see paragraph 7.3 below), evidence collated over a period of up to five years can be taken into account. The evidence of teaching should be taken from all educational settings where the applicant has taught children of school age (up to 19 years of age).

**7.2.3** A year is defined in paragraph 1.8 of Section 2 of the STPCD and it permits certain periods of absence to be counted towards the period of a year.

**7.2.4** In assessing evidence provided by teachers some fluctuations in performance are only to be expected. Headteachers will be seeking to determine whether the evidence is accurate and is indicative of the teacher's overall performance against the post-threshold standards.

**7.2.5** There is no requirement to prepare portfolios of supporting evidence. However, 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.

**7.2.6** When making their applications, teachers may want to draw upon evidence from the outcomes of their performance reviews. Over time it is expected that information from performance reviews – including information from classroom observations – will provide the bulk of the evidence used to support an applicant's application.

### **7.3 Absence**

**7.3.1** Teachers who have not been teaching children up to 19 years of age in the two years immediately preceding their application and who are not covered by the specific absences defined in paragraph 1.8 of the STPCD, or where the relevant body does not exercise its discretion to recognise the absence, but who have worked for an aggregate period of at least two years in the five years preceding their application, 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.

**7.3.2** Absences not covered by paragraph 1.8 of the STPCD could, for example, be as a result of the teacher being: an individual who had taught entirely outside the maintained or school sector; on secondment; on study leave; on a career break for reasons other than those specifically covered by paragraph 1.8 and regardless of whether the break was in-service or not.

**7.3.3** All teachers must be in-service on the date of their application to be eligible to apply. Teachers can be absent from work on the date of application, such as on maternity or similar leave, study leave, sickness absence, career break or secondment etc, as long as they are still in service.

## **8. Teachers who work in two or more schools simultaneously**

**8.1** Where a threshold applicant is simultaneously employed to teach at two or more schools (e.g. part-time teachers, or supply teachers attached to those schools) the teacher should submit their application to the headteacher of the school at which they spend most time. The headteacher of that school would then assess the application, with appropriate input from the headteachers of the other school or schools. Where the teacher spends equal time in each school, they should submit their application 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. The headteacher who will be conducting the assessment should consult with the other headteachers in assessing the application and they should participate in the assessment.

**8.2** Where all the relevant headteachers agree, it is also possible for any one of them to assess the application if appropriate. Regardless of the number of headteachers who contribute to the assessment, only one headteacher should decide whether each of the standards has been met.

**8.3** Teachers may make only one application, however many schools they work in.

## **9. Teachers who have worked in two or more schools during the evidence period**

**9.1** Teachers who cite evidence from more than one school (e.g. teachers who have changed jobs) should submit their application to the headteacher of the school they are contracted to work in on the date of submission of their application.

**9.2** That headteacher should consult with the headteachers of the other schools in assessing the application and those headteachers should participate in the assessment.

## **10. Use of indirect evidence**

**10.1** Teachers working in a support or advisory capacity, including unattached teachers, will draw on evidence which relates to their specific role. Where they do not have direct contact with pupils, they should demonstrate 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.

## **ASSESSMENT AGAINST THE POST-THRESHOLD STANDARDS**

### **11. Standards for teachers**

**11.1** The revised standards for post threshold teachers, which are set out in Annex 1 of the STPCD, come into effect from 1 September 2007. (In England, these standards are part of a new 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.)

**11.2** 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, so that a teacher being assessed against the post-threshold standards must also meet the core standards.

### **12. The assessment process**

**12.1** From 1 September 2007 the headteacher must first be satisfied, through the outcomes of performance reviews, that the teacher meets the core standards before going on to assess whether the teacher meets the post-threshold standards.

**12.2** If the headteacher is not satisfied that the teacher meets the core standards, the application must be rejected and the teacher provided with a written explanation for the rejection. The headteacher should do this within 20 working days of informing the relevant body of the decision. In such cases no assessment will be carried out against the post-threshold standards.

**12.3** If the headteacher is satisfied that the teacher meets the core standards they must go on to assess whether the teacher meets the post-threshold standards.

## **ACTION AFTER ASSESSMENT AGAINST THE POST-THRESHOLD STANDARDS**

### **13. Feedback to applicants**

**13.1** After carrying out an assessment against the post-threshold standards, the headteacher must notify the teacher of the outcome of that assessment, and should do this within 20 working days of informing the relevant body of the decision. The original application form should be returned to the teacher showing any findings/comments the headteacher may have recorded on it.

**13.2** The headteacher should provide feedback on each of the post-threshold standards and the reasons for the outcome of the application. Headteachers should record details of any additional evidence they used in determining that the standards have or have not been met. A concise record of the reasons for which a standard has or has not been met, should provide sufficient written feedback, although headteachers may supplement this.

**13.3** Feedback should be sensitive, informative and developmental. Feedback should help the teacher and their manager to identify clear priorities for future professional development.

### **14. Unsuccessful applicants – written feedback**

**14.1** In the case of unsuccessful applicants, within 20 working days of informing the relevant body of the decision, headteachers should give written feedback on the reasons for the outcome of the application, standard by standard, including those where the standards have been met. The headteacher should also provide the teacher with clear advice about how the teacher needs to develop in order to reach the standards.

### **15. Appeals against not meeting the post-threshold standards**

**15.1** All appeals must be made using the procedures set out in the school's own pay policy. Paragraphs 6 -14 of Section 3 of the STPCD provides information on what relevant bodies should cover in their pay policy and grievance procedures.

**15.2** 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.

### **16. Determination of Round 8 cohorts and payment dates**

**16.1** A flow diagram is provided at **Annex C** to assist in determining the eligibility and payment dates for applicants, and supplements the information in this section.

## **16.2 Round 8 cohort 13 teachers**

**16.2.1** This includes eligible teachers who:

first became eligible in Round 7 (i.e. were placed on M6 on or after 1 September 2006 but on or before 31 August 2007) and chose not to apply; or

first became eligible in Round 6, or any previous Round (i.e. were placed on M6 on or before 31 August 2006).

**16.2.2** All successful applicants in Round 8 cohort 13 will move to U1, **backdated** to 1 September 2007.

## **16.3 Round 8 cohort 14 teachers**

**16.3.1** This includes eligible teachers who:

first became eligible in Round 7 (i.e. were placed on M6 on or after 1 September 2006 but on or before 31 August 2007) and applied but were assessed as not having met the standards in Round 7; or

first become eligible in Round 8 (i.e. were placed on M6 on or after 1 September 2007 but on or before 31 August 2008).

**16.3.2** All successful applicants in Round 8 cohort 14 will move to U1 on 1 September 2008.

## **17. Teachers who are unsuccessful in Round 8 or who do not apply**

**17.1** These teachers may make a new application in any subsequent Round, so long as they meet the eligibility criteria for that Round at the time they apply. Only one application may be made in any Round.

**17.2** Teachers who first became eligible to apply in Round 7, or any earlier Round, and are unsuccessful in Round 8, but who subsequently apply and are successful in Round 9 (2008/09), will move to U1 from 1 September 2008.

**17.3** Teachers who first became eligible to apply in Round 8 and apply but are unsuccessful, but who subsequently apply and are successful in Round 9, will move to U1 on 1 September 2009.

**17.4** Teachers who were eligible to apply in Round 8 but chose not to apply, for whatever reason, but who subsequently apply and are successful in Round 9, will move to U1 on 1 September 2008.

## **FUNDING**

### **18. Drawing down the money for successful applicants**

**18.1** On completion of the assessment process, notification will need to be sent to the LA or other appropriate body that deals with payroll matters for the school, in the normal way the governing body notifies it of all other major pay determinations or appointments that are made by the school. The notification should include information on what cohort the teacher falls under for pay purposes.

**18.2** 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.

## **FUTURE THRESHOLD APPLICATIONS**

### **19. The threshold process in 2008/09 (Round 9) and beyond**

**19.1** Although it is too early to provide details about the future threshold process, the Department is working on the assumption that, from 1 September 2009 (what would be Round 10), schools should be making their assessment on whether a teacher meets the post-threshold standards based on the outcomes of their last two performance reviews. At that point there will no longer be a need for teachers to complete a separate threshold application form.

**19.2** Round 9 will be a transitional year. Teachers will be able to rely on evidence from their last performance review for one year of the evidence requirement but will need to supplement this with other evidence to show that they have worked at the post-threshold standards for 2 years. The Department will issue guidance nearer the time.

## **APPLICATIONS FROM ROUND 7 OR EARLIER THAT HAVE NOT YET BEEN ASSESSED**

### **20. Outstanding applications**

**20.1** An outstanding application from Round 7 or earlier that was passed to a headteacher by an eligible teacher within the deadline on which they had to submit their application, but where assessment has not yet taken place, must be dealt with under the arrangements for the round in question.

### **21. Backdating pay**

**21.1** Where an outstanding application is subsequently assessed as meeting the standards, the successful teacher will have their pay backdated in accordance with the STPCD.

## ANNEX A: Professional Standards for Teachers<sup>1</sup>

### 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

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<sup>1</sup> 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.<sup>2</sup>
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.
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.

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

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).

<b>1. Professional attributes</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Relationships with children and young people</b>				
<b>Q1</b> 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.	<b>C1</b> 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.			
<b>Q2</b> Demonstrate the positive values, attitudes and behaviour they expect from children and young people.	<b>C2</b> Hold positive values and attitudes and adopt high standards of behaviour in their professional role.			

<b>1. Professional attributes</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Frameworks</b>				
<p><b>Q3</b> (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><b>C3</b> 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><b>P1</b> Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</p>	<p><b>E1</b> Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.</p>	<p><b>A1</b> 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>

<b>1. Professional attributes</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Communicating and working with others</b>				
<b>Q4</b> Communicate effectively with children, young people, colleagues, parents and carers.	<b>C4</b> (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.			
<b>Q5</b> 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.	<b>C5</b> 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.			
<b>Q6</b> Have a commitment to collaboration and co-operative working.	<b>C6</b> Have a commitment to collaboration and co-operative working where appropriate.			

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

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Teaching and learning</b>				
<b>Q10</b> 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.	<b>C10</b> 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.			
		<b>P2</b> 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.		
			<b>E3</b> 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.	

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Assessment and monitoring</b>				
<b>Q11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.	<b>C11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.			
		<b>P3</b> 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.		
		<b>P4</b> Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		
<b>Q12</b> Know a range of approaches to assessment, including the importance of formative assessment.	<b>C12</b> Know a range of approaches to assessment, including the importance of formative assessment.			
<b>Q13</b> 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.	<b>C13</b> 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.			
	<b>C14</b> 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.			
		<b>E4</b> 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.		

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Subjects and Curriculum</b>				
<b>Q14</b> 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.	<b>C15</b> 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.			
		<b>P5</b> Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.		
		<b>E5</b> 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.		
<b>Q15</b> 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.	<b>C16</b> 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.			

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Literacy, numeracy and ICT</b>				
<b>Q16</b> Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).				
<b>Q17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	<b>C17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.			

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Achievement and diversity</b>				
<b>Q18</b> 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.	<b>C18</b> 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.			
<b>Q19</b> 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.	<b>C19</b> 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.		<b>E6</b> Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.	
<b>Q20</b> 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.	<b>C20</b> 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.			
	<b>C21</b> 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.			

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Health and well-being</b>				
<p><b>Q21</b> (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>	<b>C22</b> Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.			
	<b>C23</b> Know the local arrangements concerning the safeguarding of children and young people.			
	<b>C24</b> Know how to identify potential child abuse or neglect and follow safeguarding procedures.			
	<b>C25</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.			
			<b>P6</b> Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Planning</b>				
<b>Q22</b> 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.	<b>C26.</b> 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.			
		<b>P7</b> 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.		
		<b>E7</b> (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.		
<b>Q23</b> Design opportunities for learners to develop their literacy, numeracy and ICT skills.	<b>C27</b> Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.			
<b>Q24</b> Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.	<b>C28</b> 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.			

<b>3. Professional skills</b>					
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>	
<b>Teaching</b>					
<p><b>Q25</b> 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><b>C29</b> 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><b>C30</b> Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</p>				
			<p><b>P8</b> 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><b>E8</b> Have teaching skills which lead to excellent results and outcomes.</p>	
				<p><b>E9</b> Demonstrate excellent and innovative pedagogical practice.</p>	

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

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Assessing, monitoring and giving feedback</b>				
<b>Q26</b> (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.	<b>C31</b> 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.		<b>E10</b> Demonstrate excellent ability to assess and evaluate.	
<b>Q27</b> Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.	<b>C32</b> Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.		<b>E11</b> 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.	
<b>Q28</b> Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	<b>C33</b> 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.		<b>C34</b> Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.	

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Reviewing teaching and learning</b>				
<b>Q29</b> Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	<b>C35</b> Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.			
	<b>C36</b> Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.			
			<b>E12</b> 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.	

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Learning environment</b>				
<b>Q30</b> Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.	<b>C37</b> (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.			
<b>Q31</b> Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.	<b>C38</b> (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.			
	<b>C39</b> Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.			

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Team Working and Collaboration</b>				
<b>Q32</b> Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.	<b>C40</b> 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.			
		<b>P9</b> Promote collaboration and work effectively as a team member.		
			<b>E13</b> Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.	<b>A2</b> 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.

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent teachers (E) should:</b>	<b>Advanced skills teachers (A) should:</b>
<b>Team Working and Collaboration continued</b>				
<b>Q33</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	<b>C41</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.			
		<b>P10</b> Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		
			<b>E14</b> 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.	
			<b>E15</b> 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.	
				<b>A3</b> Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.

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

### **Threshold Assessment in 2007/08 (Round 8)**

1. The Department for Education and Skills' guidance on the threshold process in 2007/08 (Round 8) says that assessment against the post-threshold standards is open to qualified teachers who are legally covered by the STPCD 2007. 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 8); 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. The settings for these purposes include:

- teachers employed in City Technology Colleges and City Academies
- teachers 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 Education and Skills intervention
- teachers employed by local authorities who work in children's homes maintained by an authority<sup>3</sup>

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<sup>3</sup> 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 paragraph 6 of the 'Threshold Assessment 2007/08, Round 8: 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 2006 and 31 August 2007;
- 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 2007/08 and definitely no later than 31 August 2008.

6. In terms of teachers in independent schools and private bodies, the statutory STPCD 2007 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.

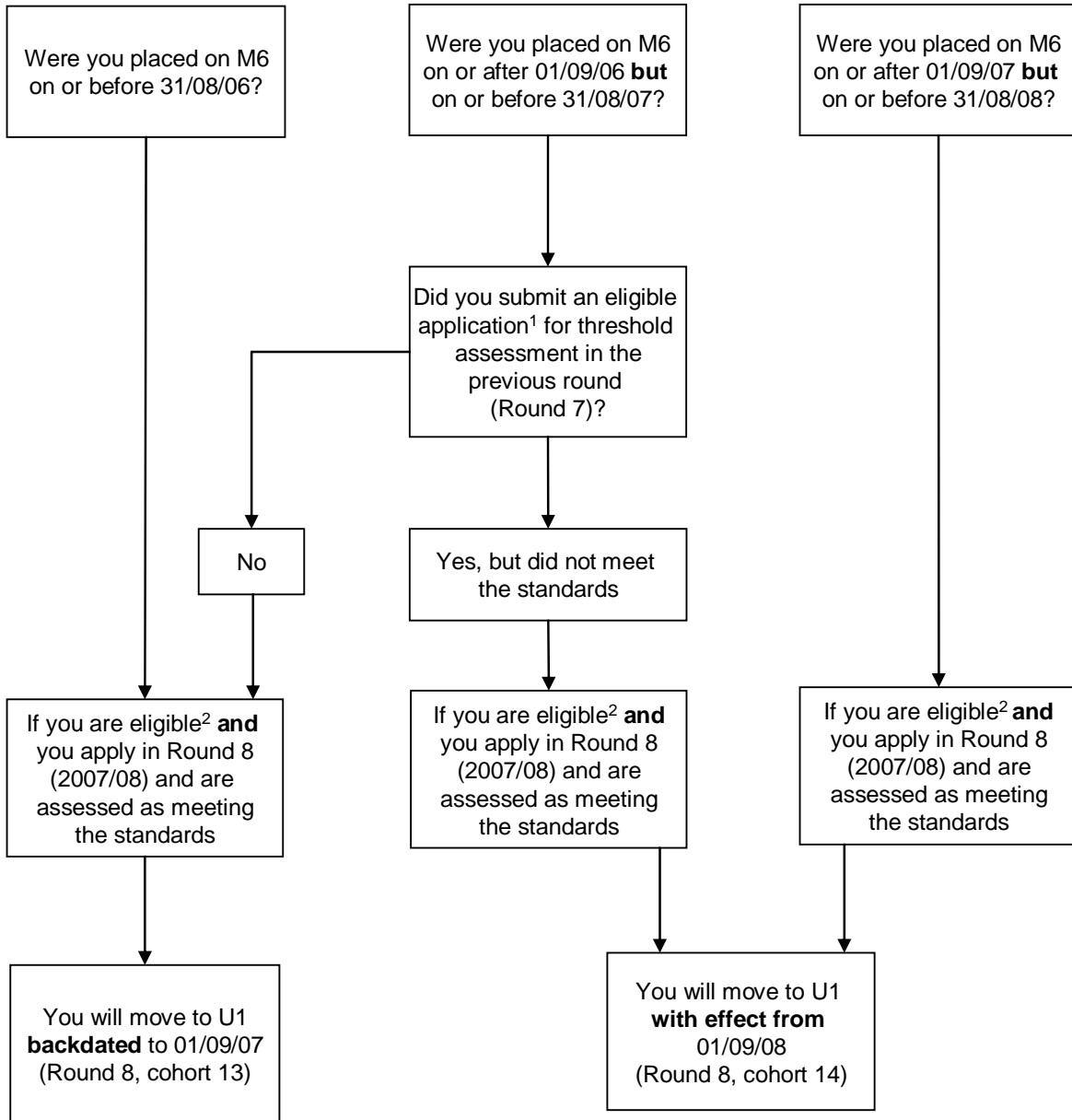
8. They will therefore be no worse off in pay terms than a colleague who had served wholly in the maintained sector before applying or if the old arrangements had continued. Teachers from such settings can also continue to use evidence from all their experience in those other settings to support their 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.

## ANNEX C: POST-THRESHOLD ROUND 8 PAY TABLE

**Table to determine when you will be paid as a post-threshold teacher if you meet the post-threshold standards in Round 8 (2007/08)**



<sup>1</sup> 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, 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.

<sup>2</sup> To check whether you are eligible to apply in Round 8 see paragraph 6, on page 5 of this document.