

SECOND REPORT OF THE INDEPENDENT REVIEW OF TEACHERS' STANDARDS

**POST-THRESHOLD, EXCELLENT
TEACHER AND ADVANCED SKILLS
TEACHER STANDARDS**

**Presented to the Secretary
of State for Education**

12 December 2011

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FOREWORD BY SALLY COATES



When the Review Group made its initial recommendations to the Secretary of State in July this year, it did so with the strong conviction that it was setting out a clear and powerful statement about the basic elements of high-quality teaching. The new Teachers' Standards we recommended are designed to articulate an unequivocal benchmark for what we expect all qualified teachers to know, understand and do throughout their professional lives as teachers. The benchmark is rightly high. We were delighted that the Secretary of State accepted the recommendations, and I am confident that the new Teachers' Standards, which will come into force in September 2012, will make a significant contribution to raising the quality of those new to the profession, as well as significantly raising the bar for experienced teachers.

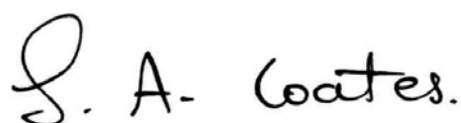
Building on the strong foundations of the new Teachers' Standards, the second stage of the Review has considered whether there should be additional, higher-level, standards. Again, we conducted a call for evidence to help inform our thinking, and were pleased to receive responses from over 400 individuals and organisations. I should like to record my thanks to all those who took the time and trouble to contribute their thoughts and advice over the summer. Their views – often expressing a consensus, but sometimes proposing radically different approaches – have been crucial in guiding us towards recommendations that we hope will chime with what many experienced practitioners have been asking for: a definition of those teachers who are demonstrating truly excellent practice, and who have the potential to make the most significant and positive impact on their pupils, their peers and on the profession as a whole.

We have been mindful of the need to avoid developing further standards

merely for the sake of doing so, thereby adding to the complexity of the present system. The current framework of standards has been criticised by many who have experience of it, sometimes for its vagueness and sometimes for its narrow prescriptiveness, too often related to specific roles and tasks. If teaching is to be seen as a mature and confident profession, as it should be, it is important that its members are able to exercise their professional judgement and to grow as autonomous, creative practitioners.

We have therefore stepped back from any temptation to draft “more of the same”, relying on a stock of comparative adjectives and adverbs to represent progression from the new Teachers’ Standards. What we are recommending instead is a narrative statement that characterises in a comprehensive way the range and depth of practice expected consistently of a “Master Teacher”. This description – which should more properly be considered as *a standard* than as *standards* – is not designed to provide a prescriptive or exhaustive list to be used for “tick box” assessment, but should be used creatively to help good teachers develop and understand where their practice – already secured on the foundation of the Teachers’ Standards – could further be improved, and also shared with colleagues.

Finally, I should like to reiterate my deep appreciation for the generosity with which the members of my Review have shared their time and expertise over the course of the last eight months. The breadth and depth of their experience has ensured that our discussions have been wide ranging, thorough, and often challenging. I am extremely grateful for the commitment and enthusiasm that they have brought to the task, and hope they will all continue to make outstanding contributions to education.

A handwritten signature in black ink that reads "S. A. Coates." The signature is written in a cursive, flowing style.

Sally Coates
Principal, Burlington Danes Academy

MEMBERSHIP OF THE REVIEW

Sally Coates	Chair	Principal, Burlington Danes Academy
Roy Blatchford	Deputy Chair/Chair of Drafting Group	Director, National Education Trust
Joan Deslandes	Review/Drafting Group member	Head teacher, Kingsford Community School, Newham
Judith Fenn	Review member	Head of School Services, Independent Schools Council
John McIntosh OBE	Review/Drafting Group member	Former head teacher, the London Oratory School
Dr Dan Moynihan	Review member	Chief Executive, Harris Academies
Professor Anthony O'Hear	Review/Drafting Group member	Professor of Philosophy and former Head of Education Department, Buckingham University
Diane Rochford	Review member	Head teacher, John F. Kennedy Special School, Newham
Leanne Simmonds	Review/Drafting Group member	Subject Leader, Evelyn Grace Academy, Brixton
Patricia Sowter CBE	Review member	Principal, Cuckoo Hall Academy, Edmonton
Ava Sturridge-Packer CBE	Review/Drafting Group member	Head teacher, St Mary's C of E Primary School, Birmingham
Greg Wallace	Review member	Executive Principal, Best Start Federation, Hackney
Brett Wigdortz	Review member	Chief Executive, Teach First
Lizzie Williams	Review member	Assistant head teacher, King Solomon Academy, London
Patrick Leeson	Observer	Director of Development, Education and Care, Ofsted

EXECUTIVE SUMMARY AND RECOMMENDATIONS

1. The independent Review of Teachers' Standards, chaired by Sally Coates, was launched by the Secretary of State in March 2011, with a remit to review the existing framework of professional standards for teachers. The Review Group comprises excellent teachers, head teachers and other education experts, and is tasked with establishing new standards that set out clearly what is to be expected of teachers in both their professional practice and in their conduct. The ultimate aim of new standards should be to make a positive contribution to raising the status of the teaching profession.
2. The Review has been conducted in two distinct but closely-related phases of work. The first phase, which was concluded in July 2011, looked at the existing standards for Qualified Teacher Status (QTS) and the Core professional standards used by teachers on the main pay scale. The Review recommended that a single set of new Teachers' Standards should be introduced to replace the existing QTS and Core standards, and that the new standards should incorporate standards for personal and professional conduct. The Secretary of State accepted the Review's initial recommendations, and the new Teachers' Standards will come into force in England in September 2012.
3. The second phase of the Review's work has been to consider the existing Post-Threshold, Excellent Teacher and Advanced Skills Teacher standards. Although these existing standards are "pay standards", the Review's formal remit explicitly precludes it from making any recommendations relating to teachers' pay, which remains a question for the School Teachers' Review Body (STRB) and the Secretary of State. The Review has concluded that the current higher-level standards are broadly unfit for purpose, and is recommending that they be discontinued as standards.
4. The Review has given detailed consideration to whether there should be any further standard or standards established at a higher level than the new Teachers' Standards.
5. In exploring the purpose and potential worth of higher-level standards, the Review has drawn on a wide range of research evidence and comparators from domestic and international sources. An initial call for evidence attracted over 400 responses, and led the Review to conclude that there is a clear value in establishing a higher-level standard to recognise the very best teachers.
6. The Review has therefore developed a standard designed to be rigorous and challenging, which it recommends should be called the "Master Teacher Standard". The proposed standard is formulated as a coherent narrative description of the practice which characterises truly excellent teachers, sending a powerful message about the level of practice to which all teachers should aspire.

7. The Master Teacher Standard builds directly on the foundations of the Teachers' Standards. It does not seek to set out specific roles and tasks normally associated with job descriptions, but shows how an excellent teacher, working across the full breadth of the new Teachers' Standards, might demonstrate consistently excellent practice. The standard focuses sharply on the very best quality of classroom teaching; it recognises that although Master Teachers may take on additional management and leadership responsibilities, they should be recognised principally for the excellence of their teaching.
8. The Review determined that the standards for personal and professional conduct set out in Part 2 of the Teachers' Standards should be seen as absolute and immutable, and that there was no need for further standards for conduct to be established at a higher-level.
9. Following the production of an initial draft of the Master Teacher Standard, the Review Group undertook a period of engagement during which the proposals were tested with a range of audiences, including experienced teachers, school leaders, and professional associations. Feedback from these discussions was instrumental in shaping the Review's further drafting work.
10. The Review acknowledges that a move away from the format and language of the existing higher-level standards would raise a number of challenges for those using the Master Teacher Standard in practice. The Review is not making detailed recommendations about the future implementation of the Master Teacher Standard, but does recommend that any form of assessment against the standard, if it is accepted, should incorporate an appropriate external element in order to ensure transparency and fairness.
11. There should be no expectation that consistently excellent practice can only be identified in teachers who have accrued a particular – arbitrarily determined – length of service. The Review is therefore recommending that the Master Teacher Standard should be available to all excellent teachers, regardless of the length of time they have been qualified.
12. Although the Review is not remitted to make any recommendations relating to teachers' pay, it is observed that in proposing the Master Teacher Standard, the Review has no expectation that the standard should be directly linked to pay.

Recommendations

R1: The existing Post-Threshold, Excellent Teacher, and Advanced Skills Teacher standards should be discontinued as standards.

R2: There should be a new higher-level standard introduced which builds on the new Teachers' Standards. This should be called the "Master Teacher Standard"; the proposed standard is presented with this report.

R3: The Master Teacher Standard should be established in the form of a narrative statement, setting out the characteristics of excellent teachers.

R4: Assessment of the Master Teacher Standard should incorporate an external element to ensure transparency and equity.

R5: There should be no expectation of a minimum length of service before an individual can be assessed against the Master Teacher Standard.

R6: There should be no further standards for personal and professional conduct beyond those established in Part 2 of the Teachers' Standards (published in July 2011).

THE MASTER TEACHER STANDARD

This Standard should be read as part of a profile of a Master Teacher who may have his or her own particular strengths in specific areas. Above all, a Master Teacher is someone whose professionalism has come to be seen as an integral part of his or her character.

Master Teachers are excellent teachers, deeply committed to making a difference to the lives of their pupils. The Master Teacher is a self-assured presence in the classroom, who effortlessly captures pupils' imagination.

Although Master Teachers may take on management and other roles in the school, there is no presumption that they will move outside the classroom. They are exceptional practitioners, for whom high levels of performance in the basic Teachers' Standards are taken as given. They are enthusiastic about their specialism or subject(s).¹ They have a strong sense of the significance of what they teach in the context of the whole curriculum and beyond.

A. Knowledge

Master Teachers have deep and extensive knowledge of their specialism, going far beyond the set programmes they teach. They have an intrinsic curiosity about their specialism, keep up with developments, and their teaching reflects their own passion and expertise. They respond intelligently and confidently to the unexpected and wide-ranging questions their pupils are encouraged to ask, and they are able to lead discussions and explorations which take pupils beyond the confines of teaching programmes.

They are able to teach their specialism clearly, intelligently and inventively, showing considerable breadth and initiative. They have a keen sense of the most effective and engaging ways of communicating the subject matter to pupils of all abilities and aptitudes.

Master Teachers are reflective and self-critical regarding their own teaching and make critical appraisals of new developments and techniques, which they use judiciously. A thorough understanding of the developmental and social backgrounds of pupils further supports and informs their practice.

B. Classroom Performance²

Master Teachers command the classroom, skilfully leading, encouraging and extending pupils. They have the respect of both pupils and parents. They are at ease in their role, and discipline and dialogue are unselfconscious and effective.

¹ In the rest of this document, references to "specialism" should be taken to mean "subject(s) or specialisms".

² "Classroom" should be read as extending to all other environments in which Master Teachers work.

Teaching is motivating, often inspiring, and basic principles are expertly taught. Expectations are challengingly high, realistic, based on sound experience, and take into account the abilities of all pupils. The pacing of lessons is well orchestrated and transitions between whole class teaching, group and individual work are seamless. Questioning and discussion are of a high order, relevant and at times deep.

Pupils are consistently focused and engaged in their studies, and are encouraged effectively to reflect on their own progress. Homework and independent study activities are wisely chosen to extend the range and depth of pupils' knowledge, understanding and acquisition of skills. Master Teachers ensure that high quality assessment and feedback are consistently prompt, rigorous and constructive. They enable pupils to identify and remedy their misunderstandings and build on their successes. They promote pupils' desire to seek and apply their knowledge further.

C. Outcomes

The Master Teacher's meticulous planning and organisation ensure that pupils are well-prepared for all forms of assessment. Outcomes achieved by pupils in the context in question are outstanding. They have an awareness of school, national and international benchmarks and examination reports, including data from maintained and independent schools.

Master Teachers have an extensive understanding of and expertise in relevant assessment systems and examinations. They make critical use of data, relating to the prior and current performance of pupils, to underpin and motivate improvement. As a result, pupils understand what they are learning and have a strong grasp of the principles on which the knowledge and capacities in question are based.

Outcomes are also outstanding in a more informal sense. Pupils not only understand what they have been taught and its significance, and are able to deploy this knowledge critically and analytically, but they are inspired to go beyond what they have been taught.

D. Environment and Ethos

The class is one in which pupils feel welcome and valued. There is a stimulating culture of scholarship alongside a sense of mutual respect and good manners. The Master Teacher has an excellent rapport with classes and with individual pupils.

The classroom environment created to support study and activities is an inspirational example of practice, appropriate to the age range or phase. Resources, including books and IT, are well-chosen and stimulating, contributing significantly to progress in lessons. Resources excite, extend and support different abilities, interests and aptitudes.

In classrooms for younger pupils, visual stimuli arising from children's own work offer powerful models to which other children can aspire. In classrooms for older pupils, scholarship is also evident in the classroom surroundings. Displays often reflect contemporary events and a breadth of subject matter which extend beyond the subject under study.

E. Professional Context

Master Teachers are highly regarded by colleagues, who want to learn from them. They willingly play a role in the development of school policies and in the professional life of the school. They work in collaboration with colleagues on pastoral and wider pupil-related matters, giving advice as appropriate. They engage with and contribute to professional networks beyond the school.

They are analytical in evaluating and developing their own craft and knowledge, making full use of continuing professional development and appropriate research. They recognise the vital importance of out-of-school and extra-curricular activities, both academically and personally, and play a leading role here and in the wider life of the school.

Master Teachers are open in the giving and receiving of professional advice, which may include coaching or mentoring colleagues and less-experienced teachers. They work to significant effect with other adults in ensuring high quality education for the pupils they serve.

INTRODUCTION: BACKGROUND AND SCOPE OF THE REVIEW

- 1.1. Announced in the 2010 Schools White Paper, *The Importance of Teaching*,³ the independent Review of Teachers' Standards was launched by the Secretary of State for Education in March 2011, with the appointment of Sally Coates, Principal of Burlington Danes Academy in West London, as its Chair.⁴
- 1.2. The Review Group brings together leading teachers, headteachers and other educationalists with the aim of establishing new standards for teachers which are clear and unequivocal, and which can be easily used to manage teachers' performance and help them to plan their professional development. Ultimately, the new standards should contribute to raising the public confidence in the teaching profession. The Terms of Reference for the Review are reproduced at **Annex A**.
- 1.3. The Review has been conducted in two distinct but closely related phases of work. The first phase, concluded in July 2011, looked at the existing standards for Qualified Teacher Status (QTS) and the Core professional standards used by all teachers on the main pay scale.⁵ The second phase of the Review, carried out between July and November 2011, has looked at the remaining tiers of the 2007 framework of professional standards for teachers: the Post-Threshold, Excellent Teacher, and Advanced Skills Teacher standards.
- 1.4. The Review made its initial recommendations to the Secretary of State on 14 July 2011.⁶ The Review recommended that a single set of standards should be introduced to replace the existing QTS and Core standards, and that the new standards should incorporate elements relating to teachers' personal and professional conduct, replacing the General Teaching Council for England's existing *Code of Conduct and Practice for Registered Teachers*. These recommendations were accepted by the Secretary of State, and the new Teachers' Standards (reproduced in **Annex B**) will come into effect on 1 September 2012.⁷

³ www.education.gov.uk/publications/standard/publicationdetail/page1/CM%207980

⁴ www.education.gov.uk/inthenews/inthenews/a0075465/major-overhaul-of-qualifications-to-raise-the-standard-of-teaching

⁵ The 2007 framework of professional standards for teachers, published by the TDA, can be accessed at www.tda.gov.uk/standards

⁶ For the first report of the Review, see media.education.gov.uk/assets/files/pdf/r/first%20report%20-%2012%20july%202011.pdf

⁷ Part 2 of the Teachers' Standards, covering Personal and Professional Conduct, will be used by the Teaching Agency when considering new cases of serious misconduct from April 2012. Further detail can be found in the covering document published by the DfE: <http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20-%20oct%202011.pdf>

- 1.5. The new Teachers' Standards will be used by providers of initial teacher training to underpin the design and delivery of their training programmes, and to assess trainees for the award of Qualified Teacher Status. The standards will also be used to assess NQTs at the end of their period of induction. Once NQTs have successfully completed their period of induction, the Teachers' Standards will continue to define the baseline of what is expected of all teachers throughout their careers.
- 1.6. The second phase of the Review has considered whether there should be any additional, higher-level standards established to augment the new Teachers' Standards.
- 1.7. At present, teachers who have reached the sixth incremental point on the main pay scale (M6) can apply to be assessed by their headteacher against the 10 Post-Threshold standards. Successful applicants move onto the upper pay scale, which comprises a further three incremental points.⁸ Excellent Teachers (ET) and Advanced Skills Teachers (AST) are distinct roles, available to outstanding and established classroom teachers, which focus on leadership and the sharing of best practice. Applicants for ET and AST positions are assessed against the corresponding standards for those statuses.⁹
- 1.8. The upper tiers of the existing standards framework are "pay standards" insofar as they each provide access to a separate pay point or range. The Review's Terms of Reference clearly state that the question of teachers' pay is outwith the remit of the Review; however, the Review Group has been mindful of the fact that there could be consequences pertaining to pay as a result of changes to the three higher-level standards in the current framework of professional standards.
- 1.9. Although the terms of reference of the Review explicitly preclude any recommendations relating to teachers' pay, it is understood that if the Secretary of State wishes to accept the recommendations of this report, then consideration will need to be given by the School Teachers' Review Body as to the implications of discontinuing the existing standards.

⁸ Details of the current pay scales for teachers, and the relationship between standards and teachers' pay, can be found in the School Teachers' Pay and Conditions Document 2011: www.education.gov.uk/publications/eOrderingDownload/DFE-00072-2011.pdf

⁹ Note that those seeking Excellent Teacher status are required to have "crossed the Threshold", whereas those seeking AST status are not.

2. THE REVIEW PROCESS

- 2.1. The Review met between July and November 2011 to conduct its second phase of work, supported by a Secretariat from the Department for Education. As was also the case in the first phase of the Review, the full committee again designated a sub-group to focus on the drafting process. This Drafting Group convened on several occasions outside the meeting schedule for the full Review Group.
- 2.2. The Review Group began the second phase by considering whether there was a requirement for any higher-level standards to supplement the new Teachers' Standards. The Group considered what the purpose of any such standards might be, and agreed that the principal purpose of higher-level standards would be twofold: to develop further the quality of teachers and teaching, and as a means of supporting teachers' development and progression.
- 2.3. The Review Group looked at a number of sources of research evidence, both domestic and international, in order to inform its initial consideration of the need for additional standards. This included looking at the professional standards frameworks in place in a number of high-performing education systems worldwide. A selected bibliography of evidence considered as part of this initial scoping work is provided in **Annex C**.
- 2.4. Having considered a range of research evidence and international comparators, the Review Group again wished to conduct a further call for evidence, inviting submissions from users of the existing standards and other appropriate experts. This call for evidence was published on the DfE website, and remained open between 22 July and 9 September 2011. Over 400 submissions were received during this period, with respondents including a wide range of senior leaders, Post-Threshold, Excellent and Advanced Skills Teachers, as well as the main professional associations and other national organisations. A summary of the responses received is provided in **Annex D**.
- 2.5. Following consideration of the evidence gathered, the Review Group determined that a further higher-level standard should be established to augment the new Teachers' Standards, and that this standard should be produced in the form of a narrative statement setting out the characteristics of outstanding practitioners. The rationale for these decisions is discussed in the following section of this report. The Group agreed that the new higher-level standard should be termed the "Master Teacher" standard.

- 2.6. Once the Review Group had produced and agreed an initial draft of the proposed higher-level standard, this was again taken through a process of “testing” with key audiences between 21 October and 11 November 2011. The testing process involved a series of discussion groups held in schools in England and south/central Wales,¹⁰ bringing together senior leaders and teachers to discuss the proposed Master Teacher Standard. Discussions with the main teacher and headteacher unions and professional associations also took place during this period. Members of the Teacher Standards Review Group were invited to carry out local testing of the proposed draft in their own communities; feedback from these discussions was incorporated into the overall analysis. A summary of the discussions which took place during this period is provided in **Annex E**.
- 2.7. Following the period of testing with key users, the Drafting Group made further revisions to the draft, taking account of feedback received. The final draft of the Master Teacher Standard was agreed by the Review Group at its meeting on 25 November 2011, and is presented in this report.

¹⁰ It should be noted that the current Post-Threshold standards are used by teachers in Wales, as teachers’ pay is a reserved matter. Although the current Review has not considered the issue of teachers’ pay, it was felt that it would be appropriate to take the views of teachers in Wales on the proposed new standards, given that any new standards adopted in England might in future have some direct application to Wales also.

3. RECOMMENDATIONS AND RATIONALE

R1: The existing Post-Threshold, Excellent Teacher, and Advanced Skills Teacher standards should be discontinued as standards.

- 3.1. The Review has given detailed consideration to the evidence gathered from domestic and international research, from its own call for evidence, and from the feedback received through the period of engagement on its draft proposals. Throughout the process, the Review Group has noted that the existing framework of professional standards is widely perceived as something of a curate's egg: good in parts, but very clearly deficient in others. With this in mind, the Review has given careful consideration to the question of whether the existing higher-level standards should continue to exist in their current form, and whether there should be a further standard, or standards, established at a higher-level than the new Teachers' Standards.
- 3.2. The call for evidence, and the experience of the Review Group's own membership, indicated that the existing Post-Threshold standards are viewed in many quarters as being unfit for purpose, an assessment with which the Review Group concurs. The standards are expressed in unhelpfully vague language that attempts to imply progression from the Core standards, but does so only in the most superficial and unsatisfactory ways.
- 3.3. The standard most often singled out for criticism in this respect is P5: "Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them". The phraseology of this particular standard is symptomatic of a broader issue: the Post-Threshold standards do not provide an aspirational statement of what it is to be an outstanding practitioner. For the sake of the overall structure of a purportedly progressive and coherent framework the standards often result in weak and uninspiring "nudges" from one level of the framework to the next. This is implicit in the example of requiring a "more developed" subject knowledge – presumably more developed than was required by the Core standard, although this is not explicitly stated. This is entirely unhelpful for teachers seeking to demonstrate real improvement in their practice, and could in no way be described as either aspirational or inspirational.
- 3.4. In spite of the overall weakness of the existing Post-Threshold standards, the Review Group noted that one of the ten standards introduces an aspect of professional practice that should actively be developed through higher-level standards: the ability to "contribute to the professional development of

colleagues through coaching and mentoring” (P10). Responses to the Review’s call for evidence were almost unanimous in identifying this type of activity – whether explicitly termed “coaching and mentoring”, or more generically described as “developing/supporting others” – as one of the characteristics that define the most effective classroom teachers. The Review Group was therefore keen to retain this focus on developing others, on sharing and promoting excellent practice, in any new higher-level standard: this is reflected in the “Professional Context” section of the proposed Master Teacher Standard.

- 3.5. Evidence relating to the existing Excellent Teacher (ET) and Advanced Skills Teacher (AST) statuses confirmed that the two are very different both in terms of how they are perceived and in terms of their relative success.
- 3.6. It is clear that the ET status, introduced in 2007, has been unsuccessful. By 2011, fewer than 100 teachers had been assessed for ET status. In many ways this is disappointing, not least because the ET standards do identify some of the characteristics that are desirable at that advanced level, for example: engagement with research, advanced skills in tracking and monitoring pupils, and developing colleagues. Evidence suggests that the title “Excellent Teacher” has been a major contributory factor in dissuading teachers from applying for this status;¹¹ it is viewed as divisive and subjective.
- 3.7. It was also noted that a lack of distinction between the Excellent Teacher and Advanced Skills Teacher roles has contributed to the very low take-up of the former status. The different levels of pay available for the two statuses may also represent a factor in their differing success. Each AST has a 5 point pay scale taken from the 18 incremental points of the leadership pay scale, with the maximum possible pay exceeding the separate Excellent Teacher pay range.
- 3.8. In contrast the AST status has been more popular in terms of take-up. By 2011, over 10,000 teachers had been assessed for AST status, and around 4000 are currently in post.¹² There are 15 standards attached to the ET designation and a further 3 attached to AST status.¹³ The three AST standards are more directly concerned with the role of providing outreach, than they are about a standard of teaching.

¹¹ Unpublished research by the Department for Education.

¹² Data from the Department for Education, November 2011.

¹³ It should of course be remembered that owing to the cumulative nature of the existing professional standards framework, those attaining ET status are required to demonstrate all of the preceding (Core and Post-Threshold) standards as well as the ET standards, whilst those seeking AST status must demonstrate that they are meeting the Core, Post-Threshold, Excellent Teacher and Advanced Skills Teacher standards.

- 3.9. The Review has noted the strength of positive feedback expressed in relation to the AST role, both from head teachers and from many ASTs themselves. However, a wide range of teachers carry out roles that help to improve others' teaching in both their own and other schools. Examples of these include induction tutors, leading teachers, and subject consultant leaders. Such roles are not within the scope of this Review. Specific roles and models of deployment, such as those fulfilled by ASTs (who are required to spend 20 per cent of their time on out-reach work) are highly prescriptive and as such appear unnecessarily limiting. The Review has been clear that the proposed Master Teacher Standard is not intended to define a job role or specific duties but rather a high standard of practice.
- 3.10. In considering both the ET and AST standards, the Review Group particularly noted that an individual teacher's ability to acquire either status, and thereby be recognised as an accomplished practitioner, depends on there being a specific post available. The Review Group feels strongly that the Master Teacher Standard should set a high benchmark that is not governed by any quota or restriction other than the availability of high-quality candidates seeking assessment against the standard. As such, recognition as an excellent practitioner would be available to all, not only to those living or working in areas which have appropriate posts available.

R2: There should be a new higher-level standard introduced which builds on the new Teachers' Standards. This should be called the "Master Teacher Standard"; the proposed standard is presented with this report.

- 3.11. The evidence considered by the Review suggested that a significant majority of users of the current standards are in favour of a higher-level standard or standards to build upon the Teachers' Standards published in July 2011. This message was conveyed strongly in submissions made to the Review's initial call for evidence on higher-level standards, and was then reiterated during the period of engagement on the proposed Master Teacher Standard. The broad desire for a higher-level standard that defines the characteristics of outstanding practitioners contrasts starkly with the widespread perception that the current higher-level standards are not fulfilling that purpose.
- 3.12. The Review also took into consideration international evidence suggesting that a number of the most high-performing education systems have structures in place which differentiate expert or

outstanding teachers from those who are simply proficient.¹⁴ In particular, the Review was mindful of evidence that higher-level standards play an important role in supporting teachers' improvement and career development by setting a statement of the characteristics to which leading professionals should aspire.

- 3.13. Notwithstanding this broad appetite for higher-level standards, the Review Group was clear that the new Teachers' Standards had been designed to provide a comprehensive description of the range of practice that all teachers should be demonstrating from the point of qualification onwards. In her foreword to the Review's first report, submitted in July 2011, Sally Coates expressed her intention for the new standards to "set the benchmark for excellent teaching and exemplary personal conduct". This reflected the Review's ambition to "raise the bar" for the standards demonstrated by those entering the teaching profession, and to set high expectations for all teachers regardless of their career stage. As a result of this aspiration, the Teachers' Standards do not describe merely competent or proficient teaching, but good teaching. This inevitably raised the question as to whether any purpose would be served by establishing additional standards at a higher level than the Teachers' Standards.
- 3.14. In considering this question, the Review Group recognised that the new Teachers' Standards had been explicitly designed to incorporate an appropriate level of challenge. The new standards that will replace the existing QTS and Core standards from September 2012 will therefore already incorporate elements of the current higher-level standards. However, the Review Group also felt that evidence pointed strongly to the value of setting a clear and powerful statement of what it means to be an outstanding practitioner. In developing their proposals for a higher-level standard, the Review's aim has been firmly to describe an aspirational statement of what outstanding practice looks like, recognising of course that not all teachers will be able to attain that standard, and that those who are able may achieve the standard at different points in their careers. It is right that if the baseline expectation has been raised by the new Teachers' Standards, then any higher-level standards must provide a powerful expression of what it means to be truly outstanding.
- 3.15. Over the course of its work, the Review Group has noted with some regret that there has come to be a specific association attached to any use of the word "outstanding" in an educational context: the term is almost universally assumed to be indicative

¹⁴ See, for example, the research conducted at Greensboro University: Bond, Lloyd, et al. *The Certification System for the National Board for Professional Teaching Standards: A Construct and Consequential Validity Study* (The University of North Carolina at Greensboro, 2000).

of a particular judgement by Ofsted. In using the term here, the Review Group intends it to be read entirely in its dictionary sense – that is, as a recognition of one who stands out for – or is distinguished by excellence.

- 3.16. The principal purpose of a higher-level standard should be to exemplify the components of excellent practice that have the most direct impact on driving improvement in colleagues as well as outcomes for pupils and in delivering consistently outstanding results. It should not serve as a list of “things teachers do” simply to extend a repertoire of skills as they progress through their careers. Higher-level standards should therefore not seek to enumerate the tasks that constitute job roles which teachers at more advanced career stages usually fulfil; to do so would perpetuate the unhelpful and unrealistic notion that “teachers only need to do that when they are Post-Threshold/an AST”. If the Teachers’ Standards delineate the full breadth of professional practice, which the Review is confident that they do, then the higher-level standard should articulate what consistently outstanding practice looks like within the same frame of reference.
- 3.17. In light of lessons learnt from the very low uptake of the Excellent Teacher designation, the Review was keen to avoid falling into a similar trap when agreeing the most appropriate title for the proposed higher-level standard. The Review Group gave careful consideration to a range of possible titles, and agreed that the term “Master Teacher” best reflects its aims.¹⁵ The Group considered a wide range of possible alternatives, and also gave future users of the standards the opportunity to comment on the proposed title during the period of engagement. Although a number of responses challenged what they considered to be a gender bias in the use of the term “Master”, the Review Group is nevertheless clear that the term is intended to convey a mastery of the craft of teaching; the term should not be perceived as implying any more gender specificity than could be understood in the universally recognised and respected titles of masters-level qualifications (Master of Arts, Master of Education, etc.), or “master classes” designed to spread excellent practice.
- 3.18. The Review’s Terms of Reference specify that it should “take account of work to align designations for leading practitioners”, referring to the Schools White Paper’s commitment to “create a single simple designation which identifies more clearly leading practitioners who work to support others”.¹⁶ The Review understands that this work is still in its early stages within the

¹⁵ It should be noted that title “Master Teacher” is awarded to outstanding practitioners in the high-performing education system of Singapore.

¹⁶ Op. cit., paragraph 2.26.

Department for Education, but is clear that the recommendation of a single Master Teacher Standard and the removal of the three existing sets of higher-level standards would mark a significant step towards the aim of simplifying the landscape of designations, roles and standards currently in use.

R3: The Master Teacher Standard should be established in the form of a narrative statement, setting out the characteristics of excellent teachers.

- 3.19. The Review Group gave detailed consideration to the format in which its proposed higher-level standards should be presented, drawing on evidence from international comparators such as the recently-introduced progressive framework of National Professional Standards for Teachers established by the Australian Institute for Teaching and School Leadership.¹⁷
- 3.20. The notion of a progressive framework of standards is attractive insofar as it implies continuity and coherence. However, the Review Group noted this approach has been tried and tested with the current framework of professional standards in England, and has found to be seriously wanting for the following key reason: in many instances, progression from one level to the next is expressed by comparative adjectives or adverbs, rather than by any meaningful measure of improvement in practice. The example of Post-Threshold standard P5 has already been cited in this respect (see paragraph 3.3 above); other standards at the same level require an “extensive knowledge” (P2, P3), an “up-to-date knowledge” (P4), or merely “sufficient depth of knowledge” (P6). The current standard P1 requires teachers to “[c]ontribute *significantly, where appropriate*, to implementing workforce policies and practice...” (emphasis added). Heavily-qualified language such as this is abundant in the higher levels of the current standards framework and is, the Review argues, unhelpful in supporting teachers to identify the real steps they should be taking to plan their own development, improve their own practice, and contribute effectively to the development of others.
- 3.21. In order to avoid falling back into a similar reliance on the unhelpfully vague language of the current standards, the Review determined that a different approach to developing the higher-level standard should be explored. The notion of a set of narrative descriptors was proposed as an alternative model, with the Group agreeing that this approach had several potential advantages over the traditional method of “stepping up” the standards:

¹⁷ See <http://www.teacherstandards.aitsl.edu.au/Standards/Overview>

- 3.21.1. A narrative approach can be used to develop a coherent and comprehensive picture, built from across a broad range of different areas of practice, and drawing out connections between those different areas. The new Teachers' Standards lay down a strong foundation on which descriptors of outstanding practice can be developed;
- 3.21.2. The use of descriptors rather than bulleted standards encourages the use of a "best fit" approach to assessment against the standard, rather than a reliance on being able to tick off a list of competences or skills. In this respect, the Review feels that there is an important distinction to be drawn between the format of the new Teachers' Standards and the Master Teacher Standard. The Teachers' Standards, which will be used as the basis for the design and delivery of programmes of initial teacher training, need to be clear and unequivocal about what is expected of all trainees and teachers. The more detailed expression of those standards through numbered headings and bulleted sub-headings is therefore appropriate. The Review has also taken account of evidence which suggests that later-career teachers should not be required to comply with a narrowly-defined set of prescribed competences; they should instead be encouraged to take an innovative and creative approach to developing their practice. In order to avoid over-prescription, the approach of developing higher-level standards as narrative descriptors has seemed particularly apposite.
- 3.22. The Review Group is keen to emphasise that the Master Teacher Standard is *a single standard* rather than a *set of standards*. This distinction sends an important message regarding the intended application of the standard: it is, categorically, not designed to provide a checklist of discrete elements which need to be achieved one-by-one. Instead, the standard should be read as a coherent whole (as suggested by its narrative format), providing an illustration in the round of how a Master Teacher combines excellence in different aspects of their practice to demonstrate how, in the words of the standard's preamble, that individual's "professionalism has come to be seen as an integral part of his or her character".

R4: Assessment of the Master Teacher Standard should incorporate an external element to ensure transparency and equity.

- 3.23. At present, there is a significant variation between the processes of assessment that apply at different stages of the current standards framework.
- 3.24. For Threshold candidates in England, assessment against the relevant standards is made by the head teacher, normally based on the previous two years' performance management reviews.¹⁸ A number of those who submitted evidence to the Review commented on challenges faced by some head teachers in making objective (and sometimes difficult) decisions based on the Post-Threshold standards, with the result that an extremely high proportion of those applying to cross the Threshold are successful in their applications. As such, those contributing to discussions on the draft Master Teacher Standard felt that the Post-Threshold standards are no longer acting as an effective filter for identifying and recognising better teachers.
- 3.25. By contrast, applications for AST status undergo a stringent assessment process carried out by the appointed national assessment agency (currently Babcock 4S).¹⁹ This process involves a one-day assessment by an external assessor, in addition to the production of evidence (supported by the candidate's head teacher) relating to each of the AST standards.²⁰
- 3.26. The Review recognises that the proposal of the higher-level standard being formulated as narrative descriptors marks a significant departure from the current framework, and that there will be challenges and potential risks associated with this move. This is particularly true of any assessment of a teacher's practice against the Master Teacher Standard, and the Review has been conscious of the need to draft the standard in a way that allows transparent and fair assessment. At the same time, the standard should not be drafted in such a way as to encourage "tick box" assessment, which has been a recurrent criticism of the current standards framework.
- 3.27. Assessment against the Master Teacher Standard will therefore need to be approached in a way that recognises the holistic and coherent nature of the standard as a whole. Although the

¹⁸ See *Threshold Assessment Guidance 2009/10 – Round 10* (DCSF, 2009): <http://media.education.gov.uk/assets/files/pdf/t/threshold%20round%2010%20guidance%20english.pdf>

¹⁹ See <http://www.babcock4s.co.uk/4S/applying-for-assessment-for-AST-status>

²⁰ See <http://www.education.gov.uk/schools/careers/traininganddevelopment/ast/faqs/a0013986/faq-how-to-become-an-ast>

standard clearly identifies different areas of practice in which a Master Teacher would be expected to demonstrate outstanding practice, the overall decision as to whether a teacher is meeting the standard should be made on a “best fit” basis – it would clearly be unrealistic to expect any teacher to be achieving all of the elements set out in the standard at all times. But the expectation should clearly be that the Master Teacher will be a consistently outstanding practitioner.

- 3.28. The Review Group acknowledges that a number of comments received during the period of engagement challenged the perceived subjectivity of some of the language used in the draft standard, and suggested that objective assessment would be difficult to achieve on the basis of the language used. The Review is confident that all of the language used describes practice that is demonstrable and therefore observable, with appropriate interpretation being applied according to the setting and circumstances in which a particular teacher is working.
- 3.29. The Review Group also recognises that it is critical to the credibility of the standard to ensure that it is applied fairly and consistently, and for that reason recommends that an appropriate external element should be included within any process of assessment. At this stage the Review Group is not making detailed recommendations for what this should look like in practice, but recommends that options for ensuring appropriate objectivity in assessment should be explored by the Department for Education if the proposed standard is accepted.

R5: There should be no expectation of a minimum length of service before an individual can be assessed against the Master Teacher Standard.

- 3.30. The Review has noted with some concern that crossing the Threshold is viewed more as an expectation following a particular length of service rather than as a positive assessment of a teacher's quality of practice. The requirement for a candidate for Threshold to have reached the highest point on the main pay scale (M6) effectively imposes a “minimum service requirement” on those whose practice is to be recognised as having reached the level of the Post-Threshold standards.²¹ This is clearly inconsistent with recognising the outstanding talent that we see demonstrated by recent entrants to the profession (whether as new graduates or more experienced professionals changing career), and also makes the assumption that improvements in practice will always be coterminous with

²¹ And similarly for Excellent Teacher status, for which a candidate must already have crossed the Threshold.

increased levels of experience. Clearly this is not always the case in reality.

- 3.31. The Review sees no reason why outstanding teachers who are at the early stages of their careers should not have their abilities fully recognised. The Review therefore recommends that there should be no minimum length of service required before a teacher can be assessed against the proposed Master Teacher Standard – as is currently the case for those seeking Advanced Skills Teacher status (but not for those applying to cross the Threshold or become Excellent Teachers). Clearly it would be unlikely that a very recently-qualified teacher would be demonstrating the breadth and depth of practice required to meet the Master Teacher Standard. But successful assessment against the standard should be based entirely on a teacher's ability to demonstrate that level of practice, not on an arbitrarily imposed length of time in service.
- 3.32. Indeed, the Review would expect that teachers should be making use of the Master Teacher Standard from very early on in their careers, as a means of identifying the areas of practice on which they might most appropriately focus their professional development activities.

R6: There should be no further standards for personal and professional conduct beyond those established in Part 2 of the Teachers' Standards (published in July 2011).

- 3.33. The Teachers' Standards, published in July 2011, are divided into two distinct parts: Part 1 for the standards relating to Teaching, and Part 2 for standards pertaining to Personal and Professional Conduct. The standards in Part 2 will supersede the current *Code of Conduct and Practice for Registered Teachers*, published by the GTCE.
- 3.34. The Review Group considered whether it would be appropriate to develop higher-level standards for Personal and Professional Conduct, and was unanimous in its decision that the statements already established by Part 2 of the Teachers' Standards document are immutable and absolute, and will from September 2012 be applicable at all stages of a teacher's career.
- 3.35. The Review Group therefore agreed that the higher-level standard should pertain only to professional practice, identifying the characteristics of outstanding teaching, and should not seek to establish any further standards relating to teachers' conduct.

4. ADDITIONAL OBSERVATION

Relationship of standards to teachers' pay

- 4.1. Over the course of its meetings, the Review Group's deliberations have inevitably touched on a number of areas that are not strictly within its formal Terms of Reference. In its first report, made to the Secretary of State in July 2011, the Review flagged several such areas through a series of "additional observations" that were made in addition to its formal recommendations.
- 4.2. The Review now wishes to make a further such observation that the proposed Master Teacher Standard should not have any relationship to teachers' pay.
- 4.3. Throughout the second phase of its work, the Review Group has been acutely aware of the direct relationship between the higher levels of the current professional standards framework and teachers' pay and conditions: the existing Post Threshold, ET and AST standards are pay standards, each with a corresponding pay scale or range. Nevertheless, the Review's Terms of Reference explicitly excluded the question of teachers' pay from its remit, and the Review is therefore not empowered to make any formal recommendations relating to the future relationship between standards and pay.
- 4.4. The Review Group is clear that teachers' pay in maintained schools is a matter for determination by the Secretary of State with advice from the School Teachers' Review Body (STRB), but is aware that the Secretary of State may in future ask the STRB to consider the report of the current Review.
- 4.5. Responses made to the Review's initial call for evidence, and subsequently during the period of stakeholder engagement, suggested that the current direct link between pay and standards has had a negative impact on head teachers' ability to use the standards to the best possible effect in recognising their best teachers. Rightly or wrongly, the link between standards and pay creates certain expectations, which the Review Group feels are unhelpful. In developing the Master Teacher Standard, the Review Group has also taken account of recent moves to identify outstanding middle-leaders in ways that are not directly dependent on pay – for example the new designation of Specialist Leaders of Education (SLE).
- 4.6. In developing the proposed Master Teacher Standard, the Review Group has had no expectation that this standard should convey any specific entitlement in terms of pay. The Group has been clear that the standard is not intended to define a specific

job role (such as that of an AST) or determine the professional duties of teachers, which are set out in the School Teachers' Pay and Conditions Document (STPCD).

5. NEXT STEPS

- 5.1. With the presentation of this report to the Secretary of State, the Review of Teachers' Standards has fulfilled its remit.
- 5.2. The Review Group was very pleased by the Secretary of State's positive response to its initial recommendation of new Teachers' Standards, and looks forward to seeing those standards come into effect in September 2012.
- 5.3. The Review Group acknowledges that the Secretary of State's response to the recommendations of this second and final report will be constrained by the timing of developments in other policy areas relating to the teaching workforce.
- 5.4. The Review also recognises that, if the Secretary of State wishes to accept its recommendations, a significant amount of further work will need to be done within the Department for Education in order to make effective arrangements for the discontinuation of the existing standards, and the implementation of a new Master Teacher Standard.

ANNEX A: TERMS OF REFERENCE OF THE REVIEW

Context

The Coalition Government is committed to raising the prestige and esteem of the teaching profession. As set out in the Schools White Paper, The Importance of Teaching, the proliferation of existing teacher standards means that expectations of teachers may appear unclear, and it can be hard to assess teacher performance and steer professional development. It is therefore necessary to establish rigorous standards of competence, ethics and behaviour that reflect the trust and professionalism society should be able to expect from its teachers.

Aim

The aim of the Review is to establish a set of standards that:

- are unequivocal, clear and easy to understand;
- provide a tool to assess teachers' performance and steer professional development;
- are designed to inspire confidence in the profession;
- focus primarily on the key elements of excellent teaching (including approaches to early reading and early mathematics), how to address poor behaviour and how to support children with additional needs, including special educational needs; and
- encompass standards of ethics and behaviour, both within and outside the school, including, for example, having tolerance and respect for the rights and views of others and not undermining UK democratic values.

The scope of the Review is the standards for classroom teachers. The Review will focus on the existing standards for teachers for Qualified Teacher Status (QTS), Core, Threshold, Excellent Teachers (ETs) and Advanced Skills Teachers (ASTs). It will not include headship standards (although the National Professional Qualification for Headship is being reviewed separately) nor the pay consequences of any standards.

Output of the Review

The Review will present a short interim report to the Secretary of State in July 2011 including draft standards designed to replace the current QTS and Core standards, and a final report in the autumn term with a draft set of standards, including the higher levels.

Conduct of the Review

The Review Chair will be supported by a small group of excellent practitioners – including headteachers, teachers and initial teacher training providers. The Review will consider best practice internationally. The Chair will be able to call for expert advice and evidence as appropriate and should provide opportunities for the teaching profession and its representatives to engage

with the Review.

Officials' support and secretariat will be led by DfE working with interested parties as appropriate.

The review is expected to start by focusing on QTS and Core standards, as the foundation for the system. The second stage of the review, examining the higher-level standards (Threshold, ET and AST), would begin only after recommendations had been made for the QTS and Core standards. The Review will take account of work to align designations for leading practitioners and reforms to initial teacher training.

ANNEX B: TEACHERS' STANDARDS, FOR INTRODUCTION IN SEPTEMBER 2012

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils**
 - 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.
- 2 Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3 Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

ANNEX C: SELECTED BIBLIOGRAPHY

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ANNEX D: SUMMARY OF RESPONSES TO THE CALL FOR EVIDENCE (22 JULY – 9 SEPTEMBER 2011)

There were just over 400 responses received from teachers, head teachers, other senior leaders, ASTs, those in advisory roles, and others such as educational consultants.

The total included 34 responses received via the National College's on-line "hot seat" discussion forum.

Submissions were also made by the following organisations and representative bodies:

- Association of School and College Leaders (ASCL)
- Association of Teachers and Lecturers (ATL)
- Babcock 4S (the National Assessment Agency for ASTs and ETs)
- Cambridge Primary Review (CPR) / Professor Robin Alexander
- Catholic Education Service for England and Wales
- Council for Learning Outside the Classroom (CLOtC)
- Council for Subject Associations (CfSA)
- Field Studies Council (FSC)
- General Teaching Council for England (GTCE)
- General Teaching Council for Wales (GTCW)
- Independent Schools Council (ISC)
- National Association of Head Teachers (NAHT)
- National Association of Schoolmasters/Union of Women Teachers (NASUWT)
- National Children's Bureau (NCB)
- Natural England
- National Union of Teachers (NUT)
- Office of the Communication Champion
- School Travel Forum
- Specialist Schools and Academies Trust (SSAT)
- The College of Teachers
- Universities' Council for the Education of Teachers (UCET)
- Voice

ANALYSIS OF RESPONSES TO QUESTIONS

Q1. Is there a need to develop additional standards for teachers beyond those published by the Department for Education on 14 July 2011?

1. Respondents were generally of the view that there should be additional standards beyond those published on 14 July. Most supporting comments agreed that standards should identify practice at a higher level, which should be demonstrated by those who have passed

through the threshold or have AST or ET status. Some respondents noted that there is currently a lack of clarity about what constitutes high-quality teaching, and that a robust set of higher-level standards would be a means of addressing this. Similarly, higher-level standards were seen as an appropriate means of recognising those whose role includes advancing the practice of colleagues.

2. There was also significant support for standards to which teachers can aspire and which allow for career planning for non-leadership roles. A number of respondents observed that there ought to be an incentive for high-performing teachers to remain in the classroom. It was also noted that meeting standards at a higher level requires an investment on the part of teachers in the wider work of the school. Respondents who felt that there is no need to develop additional standards expressed the view that the new Teachers' Standards provide appropriate coverage of the main areas of practice.
3. UCET were strongly in favour of additional standards, noting that both high-performing international systems and other professions expect that practitioners continue to achieve at levels beyond the benchmark for entry to the profession. They comment that "if standards are to be an effective tool in supporting professional development and in ensuring that good teachers strive to become excellent teachers then a progressive set of standards will be crucial in supporting system wide improvement".
4. The NCB response emphasised the importance of additional standards to reflect the expectation that teachers should develop their practice over the course of their career, noting "by developing standards that demonstrate progression in pedagogic skills and subject or discipline knowledge the standards are setting an expectation of aspiration and recognition for classroom practice development for people who want to build their careers through teaching rather than moving into leadership". They also suggested that "further standards would set out the expectations for taking on a significant role within their schools or in partnership with a university to support ITT, CPD or practice based research".
5. The Cambridge Primary Review response suggested "there is a need for *an additional statement*, relating to the qualities of teaching which is better than merely competent, but not for additional standards as such". The General Teaching Council for Wales agreed that "there is a clear need for a separate set of standards for highly skilled teachers in the midst of their careers who aspire to classroom excellence".
6. Babcock 4S offered four specific reasons for the development of additional standards: to offer a career development route which is distinct from the leadership pathway; to build the teaching workforce in a way that results in progression "from good to great" (referencing McKinsey); to support the new organisation of schools, filling the gap

left by reduced Local Authority support, and; to promote consistently high aspiration among teachers.

7. The College of Teachers advocated “the introduction of a generic status of Chartered Teacher to recognise the senior professional standing of teachers who have demonstrated an appropriate combination of substantial successful teaching experience, advanced knowledge of education, and ability to lead the professional learning and development of other teachers”. The GTCW’s submission also provided details of advice given to the Welsh Government between 2005 and 2007 regarding the proposed introduction of a “Chartered Teacher” standard in Wales.
8. The Council for Subject Associations were in favour of standards at two higher levels, one approximating to the current Post-Threshold level, the other approximating to the current AST/ET level. They argued that higher-level standards “should be in the form of characteristics for teachers to work towards through their professional development. [They] would focus professional development provision on aspects that have the greatest impact on improving the quality of teaching. A subject specialist dimension [is therefore] very important to such standards”.
9. The Office of the Communication Champion was strongly in favour of a further single level of standards “linked to a higher pay spine [which] would incentivise take-up by teachers of CPD opportunities necessary to achieve these next-level standards”. They also noted that there is insufficient time available during initial teacher training and Induction for teachers to “acquire and evidence the full range of skills they need in order to differentiate their teaching for pupils with additional needs”. Further, they suggest that new higher-level standards would “help generate teachers who can analyse and understand the barriers to learning faced by children who are not making sufficient progress, and take appropriate action to tackle those barriers, within their own teaching and in partnership with parents and outside agencies”. They are in favour of linking standards with pay progression and performance management, in order to incentivise the uptake of CPD which addresses the areas they have identified as priorities.
10. The Catholic Education Service argued that the clarity of the new Teachers’ Standards removes the need for additional standards for higher-level teachers. Instead, they propose that high level teaching skills can be developed within the eight areas identified by the Teachers’ Standards, according to the context of individual schools. They see this model as consistent with the notion of greater autonomy for schools.
11. The Council for Learning Outside the Classroom were in favour of additional standards, suggesting that these should “encourage innovation and variety in teaching approaches that cater for a range of

learning styles, abilities and needs, including an explicit need for regular use of opportunities to learn outside the classroom”.

12. GTCE recommended a standards framework in order to: provide a structure within which practitioners can improve their practice; distinguish expectations of a new and an experienced teacher, for the purposes of accountability, performance management and planning professional development; reflect the reality of teaching as a learning profession, and; recognise the value added to teaching professionals by experience and good professional development.
13. SSAT were in favour of clearly articulated progression opportunities which go beyond the benchmark provided by the new Teachers’ Standards, though they didn’t indicate that these would necessarily have to be identified through additional standards. They suggested that such progression opportunities would set out the expectation of outstanding teachers and would address “opportunities for outstanding teachers to provide support to their colleagues...within their department, across departments and whole school and ultimately across schools. Other requirements should include engaging in research, applying it in the classroom, and reflecting on the impact of their work”.
14. The ISC suggested extensions to the new Teachers’ Standards would be preferable to the development of new sets of standards, which may cover areas such as teaching being consistently outstanding, the sharing of such best-practice teaching by collaboration, both within the context of a particular school, and with other schools, and the contribution of the teacher to the wider life of their establishment. They argue that teachers should “be given the opportunity to show their progress against the extended standards, set by the school in agreement with a particular teacher, which can build flexibly on the new [Teachers’] Standards in a manner which acknowledges the context within which the teacher is operating”.
15. Voice was in favour of higher-level standards, arguing that they provide national coherence and are important for identifying professional development opportunities. They were of the view that higher-level standards must be flexible enough to be applied in all settings.
16. NASUWT argue that the current standards framework provides a clear and coherent framework for career and pay progression, supports the identification by teachers and their schools of their professional development needs, and provides a backdrop to the performance management process. Their response reflects the view that removal of the “progressive framework of professional standards will have profoundly negative consequences for the career and pay progression of teachers and for the quality of the education system”. They also note that having higher-level standards “ensures that where teachers wish to progress to a higher career stage, the skills, knowledge and

attributes they need to secure this progression can be identified effectively". Commenting on the previous administration's New Professionalism agenda, of which the current standards framework is an integral part, they observe that it "represented a clear, consistent and strategic approach to developing a framework of pay and conditions that would address longstanding concerns that teachers seeking to advance their pay and careers prospects had little alternative option but to attempt to progress into management positions".

17. NUT suggested that additional standards are not necessarily required for the identification of the AST and ET roles. They also queried whether the notion of a threshold does enough to drive the improvement of practice.
18. ATL agreed that there is a need to develop higher level standards, arguing that "teaching is a reflective and expert profession where professionals develop their skills, knowledge and expertise throughout their careers, both in the classroom and in the school environment".
19. ASCL supported the development of higher level standards, noting their importance in underpinning head teachers' judgements regarding progression of staff. They were also in favour of the current practice of external assessment against the ET and AST standards, which they suggest offers considerable credibility to the statuses.
20. NAHT were in favour of supplementing the new Teachers' Standards with "additional standards, or else explicit statements provided which explain what 'progression' looks like at the various career stages".

Q2. What characteristics over and above the standards published on 14 July should the best classroom teachers have?

21. The main characteristics listed, in approximate order of frequency, were:
 - coaching and mentoring of colleagues and sharing practice (in their own school and beyond);
 - teaching which is consistently at least Good or Outstanding;
 - engagement with research activities;
 - awareness of latest pedagogical thinking;
 - analytical skills including using data;
 - higher-level subject knowledge;
 - strategic development of policies and programmes;
 - enthusiasm and inspiring excitement around learning;
 - high expectations;
 - critical understanding of effective teaching strategies;
 - high-level IT skills;

- specialist knowledge;
- creativity;
- making a significant long-term contribution to raising standards across school(s);
- involvement in wider professional networks;
- adapting of teaching to support all pupils.

22. UCET proposed a set of characteristics which would be displayed by a teacher who had effectively consolidated and extended their practice, and which reflect the fact that an experienced teacher would have a role which extends beyond their own classroom. Their proposed characteristics or behaviours are as follows:

- Exemplification of high levels of professional performance *consistently*; accomplished teaching is *sustained* rather than episodic or transient.
- Ability to offer evidence of enhanced effectiveness as a teacher.
- Ability to draw on an extensive range of teaching strategies, of ways of evaluating teaching, and of types of evidence relating to teaching effectiveness.
- A disposition to innovate.
- Improvisational flair (not the same as no 4 above).
- Impact on the professional development of colleagues, as mentor, coach, model of good practice, and curriculum developer.
- Contribution to the professional literature on teaching and learning.
- Making an impact on the quality of the life of the school outside the classroom.
- Displaying a high ability with regard to the most complex and challenging teaching contexts: teaching mixed-ability groups, reluctant learner, classes with marked cultural and linguistic diversity, inter-disciplinary teaching, and the most challenging pupils.
- Having the capacity to inspire learners and colleagues; and is at ease in exercising professional autonomy.

23. The NCB referred to research completed for the DfE (by Dr Hilary Emery) which identified the following ten key elements of pedagogic practice:

- Building on pupils' prior learning and experience including providing for equality of opportunity.
- Planning and scaffolding learning effectively for short and long term objectives.
- Understanding, selecting and using a range of teaching models and strategies appropriately, including direct/didactic teaching, inquiry based learning, whole class, structured group work, guided learning and individual activity.

- Actively engaging learners, ensuring opportunities for individual and social learning activities, including peer tutoring and collaborative group work.
- Understanding the critical role of teachers' and pupils' discussion and dialogue including the use of good questioning skills that foster higher order thinking and meta-cognition.
- Rigorously and continuously evaluating pupils' knowledge, understanding and progress through observation and using this to guide future planning and teaching.
- Using assessment that is fit for purpose, providing effective feedback and setting challenging goals for and with pupils.
- Being committed to professional development and enquiry, including improving subject knowledge and its application to teaching and the curriculum; observing, reflecting and analysing evidence and practice individually and collaboratively, including the use of coaching and mentoring.
- Leadership at all levels which is education focused and rigorously leads and manages for effective teaching and learning.
- Consistent practices and high aspirations as part of a culture that places the learner, teaching and learning and professional development at the heart of the school.

24. Babcock 4S were of the view that "the best classroom teachers will consistently demonstrate that they meet the standards at an outstanding or excellent level, but will also be outstanding role models for other teachers". They suggested that the best teachers will:

- ensure that their pupils attain the highest outcomes. Not only will they help their pupils to attain high levels of academic progress, but they should contribute to the pupils' personal, social, moral and spiritual growth. The classroom of an AST is a joyous place to be, where mutual respect ensures excellent behaviour, the thrill of learning is evident in the pupils' engagement and the teacher emphasises a mindset in pupils that makes them resilient in pursuing meaningful challenges.
- have aspirations for themselves and their pupils that stand out. The high expectation of pupils is translated into excellent outcomes that represent excellent value-added,
- be in touch with the very latest pedagogical thinking. This is important because their teaching in the classroom should be a source of inspiration to others.
- be respected for their professional attributes.
- model 'the art of the impossible' – acting in strategic and exemplary ways, to convince other teachers who are reluctant to take professional risks. Such teachers must have the ability and desire to work in their own and other schools, with senior leaders and other teachers as consultants, equals and mentors.

- have an advanced understanding of modern technology and enhance their teaching with carefully selected applications.
- maintain their high standards of practice and keep up-to-date with pedagogy through action research and evidence based practice.
- be aware of the international dimension and of developments in other countries that can be replicated here.
- be able to model exemplary lessons before varied audiences. Teachers who struggle need to see how it is done.
- be able to coach others. To do this, they have to have highly developed interpersonal skills (including credibility and humility) but in reality be 'a cut above' the rest.
- be able to make sound and appropriate judgements and must be able to feedback to other teachers, pupils and parents without fear or favour. They must be able to coach, mentor, train and critique other teachers.

25. The CfSA proposed two lists of higher-level characteristics. At Post-Threshold level, they suggested teachers should be able to demonstrate they:

- have a broad and deep knowledge and understanding of their subject and a command of their specialism (which includes both the body of subject knowledge and skills, and pedagogical subject knowledge) to enable them to make subject knowledge accessible to pupils of different ages and abilities.
- can design an enriching teaching curriculum for their subject and have a thorough understanding of how pupils learn the subject and how teaching ensures that all pupils make good progress in their learning. They make effective use of both formative and summative assessment.
- use a range of appropriate methods to teach lessons that enthuse and inspire pupils to learn the concepts, knowledge and processes in the subject specialism. They use questioning and explanation skilfully to secure maximum subject understanding.
- regularly evaluate the effectiveness of their own subject teaching and its impact on pupils' subject understanding; they adjust and shape their lessons for maximum learning.
- advance their own professional lifelong learning in their subject. They demonstrate ongoing development and application of subject expertise, know recent trends and practice in their subject and use the opportunities provided by subject networks to keep abreast of developments in subject content and subject pedagogy.

At 'Excellence' level, they suggested teachers should be able to demonstrate that they:

- are a confident and committed subject specialist with an authoritative knowledge of the subject matter and demonstrate exemplary professional practice in the classroom; their teaching is consistently effective and they display flair and creativity in engaging, enthusing and challenging pupils in their subject.
- continually seek ways to improve, innovate, and be up-to-date. They critically analyse the impact of different teaching and learning strategies.
- have a passion for their subject and are an inspirational role model and enthusiastic promoter of high quality subject teaching and learning amongst their colleagues; they use their expertise effectively to support and mentor new colleagues and ITT trainees.
- they are an active member of a wider professional subject community (for example membership of a subject association) and support a culture of collaboration in subject development among their immediate colleagues.

26. The Office of the Communication Champion proposed that additional standards should address:

- understanding and knowing how to respond to a wide range of different types of SEN, and put into classroom practice the complex requirements of equalities legislation for 'reasonable adjustments' to be made for disabled pupils.
- how to maximise the curricular progress of EAL learners.
- how to respond to the needs of vulnerable pupils such as looked after children or children from some minority ethnic groups.
- how to tackle the effects of social disadvantage through appropriate teaching and learning strategies.
- how to support vulnerable pupils at transition between one phase of education and the next.
- how to work in partnership with parents and the local community.
- effective multi-agency working.
- 'advanced' methods of promoting positive and dealing with negative behaviour, such as restorative approaches, developing pupils' social and emotional skills, managing conflict and confrontation, anti-bullying approaches.

27. The Catholic Education Service viewed characteristics of the best classroom teachers as "enhancements and higher order development from within the already published standards", addressing the following:

- The ability to clearly provide evidence of supporting/stimulating and leading their colleagues in activities that raise the bar of successful teaching in the school setting.
- Provision of evidence of exceptional developments in particular areas of their professional interest and expertise re teaching, for

example, their subject teaching, methodology or pupil assessment.

- Provision of evidence of contribution to the wider life and ethos of the school, evidenced by initiative and involvement in successful activities developing these aspects.
- The ability to demonstrate evidence more specific to research and involvement in research, for example, action research and subsequent policy considerations and implementation in their own school.
- Undertaking and instigation of appropriate new initiatives in teaching.
- Further development of the ability to demonstrate evaluation of others and planned changes and outcomes to give a better pupil experience.
- The ability to show evidence of modifying their own work, developing their work from experiential and other evidence including research.
- The ability to show successful progression of their pupils and a focus on meeting additional needs of pupils and successfully raising the bar re outcomes.
- Demonstration of higher order skills in terms of teamwork and working collegiately.
- Showing that they are lifelong learners.

28. The Field Studies Council were of the view that the best classroom teachers should “have the confidence, competence and commitment to teach activities outside and beyond the classroom, utilising all the teaching and learning approaches available and thus ensuring that all learners have the full range of opportunities available to them”. The CLOtC agreed, and provided a list of characteristics which support this aspiration.

29. The GTCE argued that “further standards need to capture the characteristics of the accomplished teacher, across the breadth of the initial standards”, and that “the standards for the accomplished teacher should relate fairly closely to the initial standards, and should extend and enhance the expertise under each of the eight headings”. They also recommended that additional standards should particularly focus on developing the practice of others, and on developing leadership, especially pedagogical leadership, stating “It is essential that leaders in a wide range of roles maintain a sharp and increasingly expert focus on pedagogy”.

30. SSAT identified the key characteristics of the best classroom teachers as the ability to:

- reflect deeply and critically on practice.
- articulate how and why they teach in particular ways.

- develop a wide repertoire of teaching skills and be able to select appropriately and easily from that repertoire.
- develop a deep understanding of how students learn and what motivates them to want to learn.
- develop a classroom community characterised by a shared vocabulary with which to discuss effective learning.
- mentor and coach colleagues to improve their teaching.
- demonstrate knowledge and skill in the effective teaching behaviours identified from research.

31. Voice suggested that knowledge and expertise, obtained through classroom experience and meaningful professional development, are the key characteristics of the best classroom teachers. They acknowledged that classroom management and subject knowledge are addressed in the new Teachers' Standards, but argued that these areas of practice should be defined at a higher level in additional standard.

32. ATL argued that "higher level teacher standards should relate to the role that these teachers could fulfil", and should take account of the following characteristics:

- Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies most effectively, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Extensive knowledge and well-informed understanding of assessment requirements within their curriculum areas and know how to improve the effectiveness of assessment practice within the workplace.
- Demonstration of excellent and innovative pedagogical practice.
- Contribution to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.
- Possession of the organisational and interpersonal skills necessary to work effectively with staff and leadership teams beyond their own school.

33. They were against the notion of higher level standards encompassing any element of school leadership, arguing instead that the current higher level standards identify roles which enable excellent classroom practitioners stay in the classroom.

34. ASCL suggested that these characteristics fall into two areas, namely "a higher standard of professional understanding and skill, and an expectation that that stronger professional capability will be used to influence, lead, mentor other professionals". They go on to recommend that, in order to ensure coherence, these areas should be developed in

line with the eight areas already identified in the new Teachers' Standards.

Q3. Are standards the best way to identify higher level characteristics in teachers?

35. The majority of responses to this question agreed that standards are the best way to identify higher level characteristics in teachers, though there was a significant minority who disagreed.
36. A large number of positive responses suggested that standards provide national consistency in identifying those who are practising at higher levels. Positive responses also indicated that standards provide an objective benchmark of what is expected of teachers at different levels or career stages. A further frequent comment was on the importance of establishing a framework which establishes objectives towards which teachers should be able to work.
37. Negative responses commented that the effectiveness of the use of standards is dependent on the consistency of their application. One negative response remarked that standards are a lowest common denominator model which "promote[s] mediocrity", also noting that they often fail to identify many of the wider elements of the role of a teacher.
38. The UCET response acknowledged that standards "cannot and should not be expected to encompass every aspect of professional practice". They anticipate that "headteachers and other members of the review group would agree that there are some elements of effective teacher professionalism that are not captured in [the new Teachers'] standards", and observe that standards "can offer strong support for the autonomous practice...that characterise[s] high performing education systems".
39. The CPR response recommended that the new Teachers' Standards should serve as a basic statement for all teachers regardless of career stage, and that in place of the current higher-level standards, a statement is developed which raises the bar of excellence as high as possible. The CPR response was strongly against any attempt to provide intermediate standards which sit between the Teachers' Standards and the statement for exceptional teachers which they propose. Their proposed statement is in four parts, summarised as follows: i. Mastery of the Teacher's Standards can be taken for granted; ii. Outstanding teachers' practice is distinct and idiosyncratic, going beyond what is safe and familiar; iii. The common features of outstanding teachers' practice are a deep and ever-expanding understanding of what is being taught, the capacity to orchestrate challenging, engaging and inclusive classroom interaction, and skill in monitoring, assessing and providing feedback forming an intrinsic part of their practice; iv. Outstanding teachers act in the way that they do

because they know what they do to be right and have evidence to back their certainty.

40. Babcock 4S were strongly supportive of higher-level standards, noting that they are “an excellent way to ensure a national consistency” and give “headteachers the security of knowing that they are getting high quality support”. They also observe that higher-level standards “should not be mandatory or necessarily a gateway to higher points on a scale, but an opportunity for teachers to consider new pathways in their career in the classroom”. They also comment on the importance of consistent implementation and monitoring of standards, which they regard as best achieved through an external accreditation system.
41. The College of Teachers stated that the criteria for achievement of their proposed Chartered Teacher Status would “in practice be a set of ‘standards’ at a higher level than those for the profession as a whole, but these standards would serve as a means to achieving senior professional standing rather than only as an end in themselves”. They also suggested that this approach “would allow all subject, phase and specialist associations and other representative bodies to tailor specialised pathways to Chartered Teacher status alongside a standard generic pathway, ensuring standards that will remain equally challenging and comparable”.
42. The CfSA were broadly in favour of higher-level standards, on the basis that a standards model is likely to be well-understood by teachers. However, they argued that detailed descriptors or accompanying guidance is required in order to ensure consistent application.
43. GTCE agreed that standards are a “recognised and widely-used means of setting out expectations of practice at different levels”, but also noted that “their effectiveness in practice depends to a great degree on how they are used”. They went on to recommend a more formal role for standards in Performance Management and Professional Development.
44. Voice was unsure whether standards are the best way to identify higher-level characteristics in teachers, but agreed that the development of higher-level standards has some advantages, particularly around performance management, professional development, and determining teachers’ pay. They were against limiting higher-level standards to defining a ‘chartered’ status which only applies to those at the very top of the profession, arguing that there needs to be something aspirational in place for teachers who wish to remain in the classroom, but do not want to take on a specific role such as that of an AST.
45. ATL were in favour of higher level standards, but cautioned that “standards cannot fully capture what it is to be an expert teacher.

Expertise is not just about carrying out different tasks or even those tasks to a higher level; it is about the development of an instinctive knowledge and understanding related to teaching and pupils". They also argued that higher level standards "must not result in an emphasis on ticking boxes of 'best practice', which limit creativity and undermine autonomy, but should focus instead on levels of skill, knowledge and behaviour in excellent teachers".

46. ASCL argued that "standards are meant to serve as a benchmark against which judgments of performance can reasonably be made, not to be used for the identification of characteristics". They suggest that the current process for assessment of ASTs and ETs is successful in identifying higher level characteristics in teachers

Q4. What are the areas of professional practice that contribute most to developing good teaching?

47. The main characteristics listed, in approximate order of frequency, were:

- coaching and mentoring (including sharing good practice);
- reflection;
- innovation and creativity;
- engagement with research;
- leading change and the development of innovative practice;
- higher level communication skills;
- data analysis;
- achievement of higher-level qualifications;
- enhanced use of ICT.

48. UCET commented that "the importance of ongoing teacher learning, carried out in the context of everyday practice appears to be crucial as is the ongoing emphasis on subject and curriculum pedagogy and of knowledge of effective modes of assessment".

49. Babcock 4S commented that "exceptional teachers who work with colleagues in both their own and other schools to improve practice need the ability and professional attributes to develop better teaching in others. This will involve analysing the evidence, identifying avenues for improvement, supporting and organising the learning (schemes of work, assessment for learning and planning), providing examples of best classroom practice and professional behaviour and working with staff, sometimes in a one-to-one situation and sometimes in a wider and more complex arena".

50. The CfSA argued that the standards should address the teaching of a subject specialism, noting "to teach their subject specialism well, a teacher needs pedagogical content knowledge to transform subject matter into effective lessons. The subject content evolves and changes

over time, and new pedagogies emerge from classroom experiences, through research and from technological change. It is essential that teachers continue to keep abreast of developments in subject content and subject pedagogy throughout their careers”.

51. The Office of the Communication Champion identified “the ability to analyse and understand the barriers to learning faced by children who are not making sufficient progress, and take appropriate action to tackle those barriers, within their own teaching and in partnership with parents and outside agencies” in response to this question and suggested that “this is best developed through study followed by modelling and coaching by excellent teachers”.
52. The Catholic Education Service regard classroom practice, and its planning and evaluation as the areas of professional practice that contribute most to developing good teaching. They also comment that “a balance needs to be achieved between teaching in diverse settings [or] with different pupils and developing expertise within one subject. It should be possible for higher-level teachers to reach this status by pathways in which, within the standards, they have developed focus and expertise in particular areas of teaching”.
53. CLOtC proposed that three areas should be emphasised when identifying standards for excellent teachers: planning and teaching well-structured lessons which promote a love of learning. An excellent teacher should be actively involved in designing an engaging curriculum and should constantly review the effectiveness of the way they teach, and should also promote linkages across different subject areas; adapting teaching to respond to the strengths and needs of all pupils, demonstrating innovation in embracing teaching approaches that meet the needs of pupils of varying abilities and backgrounds and appeal to different learning styles, and; managing behaviour effectively to ensure a good and safe learning environment, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
54. GTCE argued that “effective pedagogy is at the core of good teaching”, and welcomed the clearer focus on pedagogy in the new Teachers’ Standards.
55. SSAT suggested that research findings show that the areas of professional practice that contribute most to developing good teaching are:
 - A framework or model of effective practice which shows what good teaching looks like.
 - Opportunities to observe and discuss the practice of other teachers.
 - Mentoring and coaching.

- Opportunities to work collaboratively with colleagues to develop shared understandings of teaching and learning and to carry out action research within their own school.
- Quality CPD.

56. They went on to suggest that “drivers of successful and sustainable teacher development” are:

- Engagement in classroom based action research.
- Trialling new creative ideas based on sound pedagogy.
- Adapting and refining teaching methods through an awareness of how students learn.
- Having the skills to share and lead others.
- A regular drip-feed approach based on the principles of learning and practice.

57. ATL argued that “time and space for teachers to reflect on their own practice constructively, informed by evidence and experience, is invaluable for the development of excellent pedagogical understanding translated into high-quality teaching practice”. They also stressed the importance of access to both research and external expertise.

58. ASCL suggested that aspects of professional practice that contribute significantly to developing good teaching and learning include:

- Reflection on and evaluation of practice.
- Observing good role models and excellent practice in action.
- Collaborative working with other teachers.
- Working in challenging contexts.
- Being challenged to achieve demanding targets in terms of outcomes.
- Tailored professional development.
- Masters or other higher level study in a relevant area.
- Reading and research in the area of teaching and learning/pedagogy.
- Robust and continuously updated subject knowledge.
- Opportunities to mentor and support others.
- Developing high-quality teaching and learning materials.
- Being flexible and adaptable to changing circumstances within the teaching environment.

Q5. If there are areas of practice that are not already covered in the new Teachers’ Standards, should these be identified through additional standards?

59. The majority of responses agreed that additional standards should identify areas of practice not already covered in the new Teachers’

Standards. The main areas of practice listed, in approximate order of frequency, were:

- coaching and mentoring;
- engagement with research;
- continual development of subject and curriculum knowledge;
- the ability to be creative and innovative;
- cross-curricular learning;
- contributing to policy development;
- leadership and management.

60. UCET stated that higher standards should build on the new Teachers' Standards, continuing "to focus on the core aspects of the role of the teacher in relation to key elements of classroom practice". Additional areas should encompass contributions to "leadership of learning and teaching and wider school improvement".

61. In line with their response to earlier questions, the CPR proposed a statement setting out characteristics to which outstanding teachers should aspire, rather than the introduction of further standards.

62. Babcock 4S were of the view that there are areas of practice that are not already covered in the new Teachers' Standards, which should be identified through additional standards. Their proposed list includes: the relentless enhancement and enrichment of a teacher's subject and curriculum knowledge; creativity, innovation and imagination; the ability to coach, mentor and train at the highest level; research, reflection and evaluation including the ability to analyse data, and; the ability to talk and write, about outstanding pedagogy, not just about operations and organisation.

63. The CfSA suggested that teachers should be required to identify a specialism, either a subject or a more general area such as Early Years. The standards would then require the development of this specialism throughout their career.

64. The GTCE proposed a Chartered Teacher Status which "denotes an accomplished teacher, performing consistently well across the domains identified in the teachers' standards as the core of teaching practice, and able to deploy their skills and knowledge in a variety of contexts as required". Thereafter, they recommend a series of expert standards should be developed which "reflect expertise in specific areas of teaching practice", suggesting that "this structure would provide a framework within which teachers who did not aspire to school leadership might identify and develop expertise...[and] would also provide a means of recognising such forms of expertise, which are a valuable resource to schools but somewhat unsung". They also expressed a preference for "a professional standards framework decoupled from posts and focussed on what teaching practitioners can do, or want to aim for next".

65. SSAT proposed that “the skills needed to provide peer leadership in teaching practice...[including] would include abilities such as coaching, negotiating and networking” could be identified through additional standards, along with “an emphasis on the importance of properly researched pedagogy and classroom practice”.
66. Voice suggested that coaching and mentoring and collaborative working should be included in higher-level standards.
67. NUT suggested that development of classroom practice should be addressed in higher-level standards. Of the current higher-level standards they recommend that references to engaging in research as a higher-level CPD activity, and to equality and diversity, should be retained.
68. ATL argued that higher level standards should “describe a higher level of expertise suitable for fulfilling an expert classroom teacher or extended professional role”. They propose that higher level standards should “be about the retention, further development of, and sharing of classroom expertise” and should address “expertise in pedagogy and classroom management, skills in building strong collaborative relationships with peers, skills in building constructive pupil and learning-focused relationships with parents, pupils and the broader community, excellent curriculum knowledge and an understanding of child development and a range of learning needs are all needed for those who wish to take on a strong mentoring role both within and outside of their own workplace”. They also caution that “areas of practice related to strategic and school policy-related leadership should not be put in these standards”, suggesting instead that these are best addressed in leadership standards.
69. ASCL argued that representing progression in higher level standards is of greater importance than attempting to cover additional areas of practice. They also suggested that there should be a stronger focus on outcomes across the standards.
70. NAHT indicated that, for teachers expected to deliver at higher levels, “there should be additional standards covering the requirement to disseminate, share good practice and develop others”.

Additional comments

71. There were relatively few additional comments.
72. The main area of comment was the importance of higher-level standards in enabling head teachers to tackle teacher stagnation or underperformance. Some responses in this area saw the current standards as providing a good mechanism for this. However, another

response suggested that a more robust mechanism could be provided by the DfE, in particular to enable headteachers to address teacher performance which is sub-standard but which does not warrant competency procedures.

73. Other comments noted the way schools use the Ofsted grade descriptors for teaching and learning to measure performance, while a further respondent noted the difficulties ASTs from high-performing schools face when attempting to raise standards in schools that may not enjoy the high-quality leadership and management with which they are familiar. A number of responses from ASTs reported that the opportunity to work with other schools, and to engage with and conduct research, has resulted in significant school-wide improvement in their own school, due to the way in which they were able to assimilate practice from elsewhere and share it extensively with colleagues.

ANNEX E: WIDER ENGAGEMENT ACTIVITIES AND FEEDBACK (21 OCTOBER – 11 NOVEMBER 2011)

The period of “wider engagement” on the first draft of the Master Teacher Standard ran from 21 October to 11 November 2011, and comprised the following activities.

Discussion groups facilitated by the TDA’s Regional Leads were held at the following schools:²²

- Tuxford Academy, Nottinghamshire (East Midlands)
- Ashton-on-Mersey School, Sale (North West)
- All Saints’ Catholic School, Dagenham (London)
- Woodlands School, Essex (East of England)
- Huntington School, York (Yorks & Humber)
- Ivybridge Community College, Devon (South West)
- City of Portsmouth Girls’ School (South East)
- Swanshurst School, Birmingham (West Midlands)
- Framwellgate School, Northumberland (North East)

A discussion event attended by a selection of head teachers, senior teachers and advisers from south and central Wales was also held in Cardiff City Hall on 10 November, facilitated by DfE Secretariat members.

The DfE Secretariat to the Review held a series of meetings with the following teacher/headteacher unions and professional associations:

- ASCL
- ATL
- NAHT
- NASUWT
- NUT
- UCAC
- Voice

Written submissions were also received from the following individuals and organisations during the period of wider engagement:

- Professor Robin Alexander, Cambridge Primary Review
- ASCL
- Martin Flatman, Babcock 4S (National Assessment Agency for Advanced Skills Teachers and Excellent Teachers)
- Andrea Tapsfield, CfSA
- John Taylor, South Gloucestershire Head Teacher Support

²² Note that members of staff from other schools, with which the named school works in partnership, were also present at some of the discussion groups. Representatives from Local Authorities were also present at these discussions in some instances.

- Dr Marilyn Tew, NSCoPSE the National PSE Association
- NASUWT
- UCAC
- UCET

Members of the Teacher Standards Review Group were also invited to discuss the Master Teacher draft within their own schools or organisations during the period of wider engagement.

Summary of Feedback from Period of Engagement

- Feedback from the period of engagement indicated a clear appetite for higher-level standards to define and recognise those teachers who are outstanding practitioners. Feedback also indicated very clearly that the current higher-level standards are widely considered to be unfit for purpose.
- Responses agreed that the proposed Master Teacher Standard has significantly “raised the bar”, and provides an accurate description of the practice of an outstanding teacher.
- There was much discussion of the proposed title of “Master Teacher”, with some respondents feeling that the term is male-biased and outmoded, or risks potential confusion with Masters-level qualifications. However, the Review Group is comfortable that the terminology accurately reflects their intention to define a teacher who demonstrates mastery of their craft. Furthermore, none of the responses during the period of engagement was able to identify an alternative term that would not bring similar difficulties (the terms “Expert Teacher” and “Excellent Teacher”, for example, were rejected as being potentially unattractive to applicants).
- Some concerns were raised during the period of engagement that the language used in the draft was subjective or open to interpretation, and would therefore make the proposed standard unsuitable for use in teachers’ performance management. The Review has taken account of some of the specific comments raised in this respect, but is also clear that the language used is designed to paint a “verbal portrait” of the Master Teacher, and that the standard is not being offered to facilitate “tick box” assessment against a list of characteristics or criteria.
- The increased “distance” between the new Teachers’ Standards and the proposed draft was noted by many respondents as potentially problematic (i.e., with the removal of any “intermediate standards” between those used for qualification and those defining expert practitioners). Others, however, felt that the proposed standard would be a helpful tool to support teachers to identify and plan their professional development needs.

- Alignment with Ofsted frameworks and language, particularly around “outstanding” judgements, was regarded as critical in terms of both understanding of the Master Teacher Standard and its implementation. This was flagged up by a number of respondents’ commenting on the use of the term “outstanding”, and assuming that this should be read in the “Ofsted sense” of the word.
- A number of respondents queried whether the standards as currently drafted could be applied fairly to the full range of educational settings and phases (e.g., a perception that the standards are too secondary-biased, and do not adequately reflect the practice of teachers working in non-mainstream settings). These concerns have been taken into account by the Drafting Group in their reworking of the proposals.
- The discussion groups inevitably raised many questions about the future implementation of the proposed standard, and many respondents, particularly the teacher unions, stressed that it is difficult to offer constructive comment on the draft in the absence of detail about how the standards are intended to be used in practice.

GLOSSARY OF ABBREVIATIONS AND ACRONYMS

ASCL	Association of School and College Leaders
AST	Advanced Skills Teacher
ATL	Association of Teachers and Lecturers
CfSA	Council for Subject Associations
CLOtC	Council for Learning Outside the Classroom
CPR	Cambridge Primary Review
DfE	Department for Education
ET	Excellent Teacher
FSC	Field Studies Council
GTCE	General Teaching Council for England
GTCW	General Teaching Council for Wales
ITT	Initial Teacher Training
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters/Union of Women Teachers
NCSL	National College for School Leadership
NQT	Newly-Qualified Teacher
NSCoPSE	The National PSE Association for Advisers, Inspectors and Consultants
NUT	National Union of Teachers
QTS	Qualified Teacher Status
SLE	Specialist Leader of Education
STPCD	School Teachers' Pay and Conditions Document
STRB	School Teachers' Review Body
TDA	Training and Development Agency for Schools
UCAC	Undeb Cenedlaethol Athrawon Cymru

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