Great teachers change lives.

You can help.

2018-2019 Pilot Cohort

Chartered Teacher Programme
“The new Chartered Teacher programme will provide the first step in a move to a career pathway that does not focus solely on leadership”
Having the opportunity to develop a new national programme to recognise the skills, knowledge and professionalism of teachers is truly exciting. The Chartered Teacher programme is a key part of the offer of the Chartered College of Teaching and is in many ways our “USP”, but more importantly than that, rising concern about recruitment and retention in teaching means that it is critical for the profession that we get it right.

That is, of course, easier said than done. As an organisation that strives to promote engagement with research and evidence, we have started with a thorough review of similar programmes around the world - of which there have been many. Some of these have been highly successful, some less so - and for a range of different reasons. As with so much in education, there is no ‘silver bullet’, no blueprint we can follow that will ensure success - but this just means that we must work even harder to plan, develop, test and evaluate the programme, and this pilot will be a critical part of that process.

In developing the pilot programme, we have drawn from research into factors affecting teacher development, recruitment and retention. Importantly, we have also built on engagement with our members and with the wider profession to understand their perspectives and their priorities. Through surveys, focus groups and interviews, we have developed a set of Professional Principles - which you can find later in this guide - and a rigorous set of development and assessment processes for those undertaking the pilot programme. Over the course of the pilot, we will be drawing on the experiences of those undertaking the programme and carrying out evaluation of its impact, as well as continuing to consult with the sector.

Taking part in the pilot cohort of the Chartered Teacher programme offers a unique opportunity to be one of the first teachers to be awarded Chartered Teacher Status by the Chartered College of Teaching. Participants will also have the opportunity to become a mentor or assessor supporting future cohorts, allowing you to contribute to the continued success of the programme and thereby the teachers who participate, the children and young people they teach, and, ultimately, the profession. In addition, you will have a valuable role in shaping the programme for future cohorts through your ongoing feedback, ensuring that the development of the Chartered Teacher programme and the principles that underpin it continues to be led by the teaching profession. I do hope that you will choose to be a part of it by applying to join this pilot group, and I look forward to having the chance to work with you.

CAT SCUTT, DIRECTOR OF EDUCATION AND RESEARCH
About the Chartered Teacher Programme

The development of a programme to allow teachers to achieve Chartered Teacher Status has been a central focus of the Chartered College of Teaching since its launch earlier this year. Chartered Teacher Status will recognise the knowledge, skills and behaviours of excellent teachers, highlighting the importance of their expertise in supporting the learning of children and young people and representing the first step in the development of a career pathway focused on effective classroom practice, not leadership. It will also bring teaching in line with other professions, where recognition of expertise and expectation of career-long professional learning are well-established.

In 2018, the programme will begin as a pilot. In order to complete the programme and achieve Chartered Teacher Status, participants will undertake a range of different assessments that allow them to showcase their knowledge and skills against the areas set out in the Chartered College’s Professional Principles. These highlight the importance of deep subject knowledge, understanding of pedagogy and assessment, and excellent classroom practice, as well as critical evaluation, engagement with research evidence and a desire to contribute to the profession.

Assessments in the pilot programme will include rigorous written and oral assignments, completion of a professional development plan, participation in debate activities, a small-scale research or improvement project, and submission of a portfolio of videos of practice, work samples and reflections; full details are included in a later section of this guide. During the course of the programme, participants will attend four face-to-face training and assessment days as well as participating in a range of online activities, with each element designed not just to test a teachers’ knowledge and skills, but also to provide them with development opportunities and equip them with behaviours and approaches to evaluation and personal development that ensure they continue to develop their practice. Participants on the programme will be supported by an experienced mentor throughout.

“Chartered Teacher Status will recognise the knowledge, skills and behaviours of excellent classroom teachers”
The introduction of Chartered Teacher Status will help to raise the status of teachers and the important role they play, bringing teaching in line with other professions. The Chartered Teacher programme also represents the first step in a move towards developing career pathways focused on excellent teaching, rather than leadership, and has a critical role to play in supporting teacher recruitment and retention.

**THE PROGRAMME CELEBRATES THE FANTASTIC WORK THAT HAPPENS IN CLASSROOMS ACROSS THE COUNTRY EVERY DAY**

**BENEFITS TO THE PARTICIPANT**

The Chartered Teacher programme aims to support teachers’ personal, professional and career development, and acknowledges and celebrates the fantastic work that happens in classrooms across the country every day. Those achieving Chartered Teacher Status will be recognised for evidence-informed, high quality teaching practice, benefiting the young people they teach. Participation in the programme will also support teachers’ understanding and knowledge of effective evaluation, professional development, and research-engagement.

**BENEFITS TO THE SCHOOL**

Successful completion of the programme and assessments to achieve Chartered Teacher Status demonstrates not just a teachers’ excellent knowledge, practice, but also professional behaviours that mean they have an impact beyond their own classroom. Chartered Teachers are committed to supporting the development of other teachers, sharing their expertise and contributing to a culture of learning and research-engagement within a school.

**BENEFITS TO THE PROFESSION**

The introduction of Chartered Teacher Status will help to raise the status of teachers and the important role they play, bringing teaching in line with other professions. The Chartered Teacher programme also represents the first step in a move towards developing career pathways focused on excellent teaching, rather than leadership, and has a critical role to play in supporting teacher recruitment and retention.
“The Chartered Teacher programme has a critical role to play in supporting teacher recruitment and retention.”

Programme Structure

The Chartered Teacher programme is formed of four core units, each with a number of assessments within them. Three of the four units are focused on the three domains of the Professional Principles, which are outlined later in this guide: Professional Behaviours, Professional Knowledge, and Professional Practice. The fourth unit is focused on drawing together behaviours, knowledge and practice in a research-based improvement project.

The four units are organised across three phases, aligning with school terms. The programme lasts for 14 months if all phases are completed consecutively, from January 2018 until March 2019. There is a small amount of preparation and follow-up work, and Chartered Teacher Status for the pilot cohort will be awarded at an event in July 2019, after all assessments have been marked and moderated.

During the programme, participants will have the following opportunities:

- Four face-to-face events, including a presentation and award event
- Workshops, training, reading lists and supporting materials to help develop practice in key areas
- An experienced mentor to support them during the programme
- Support to lead a research-based improvement project linked to an area of school priority
- An interview with an expert in the field of their research-based improvement project, to support them with building on relevant research
- An online platform to facilitate collaboration with other participants
- Feedback on assessments as they are submitted
- The ability to use the postnominal ‘CTeach’ once Chartered Teacher Status is awarded.
**Assessment**

**UNIT 1**

**Professional Behaviours**

Unit 1 is focused on the professional behaviours expected of a Chartered Teacher, as defined in the Professional Principles included later in this guide. Unit 1 runs across the whole programme, alongside the other units, as these professional behaviours underpin all of the other areas.

**Core assessments:**

**Reflective journal:** Participants in the programme will complete a minimum of six entries in a reflective journal over the course of the programme (two in each module). Each reflective journal entry will have a specific focus to enable you to demonstrate a professional behaviour. The journal entries will be used by your mentor to support their work with you.

**Professional learning plan and log:** Participants in the programme will develop a professional learning plan at the start of the unit, and will update a professional log throughout the programme. This will require you to reflect on and evaluate the learning undertaken and the impact on your practice, rather than simply record it.

**Mentor statement and statement from school:** Your line manager, headteacher or a senior leader will be asked to complete a statement of support at the start and end of the programme, and your mentor will also provide a statement at the end of the programme. These will be used to verify that you meet the expectations outlined in the Professional Principles.

**Support and training:**

Within this unit you will be given support and training through the following:

- Regular calls and meetings with your allocated mentor
- A recommended reading list
- A workshop on ‘Effective professional learning’
- Templates and examples for a professional learning plan and log.

**UNIT 2**

**Professional Practice**

Unit 2 is focused on the professional practice expected of a Chartered Teacher, as defined in the Professional Principles included later in this guide. Unit 2 runs across phases one and two.

**Core assessments:**

**Impact portfolio:** Participants in the programme will submit a portfolio of evidence from their teaching practice. This will be focused on demonstrating the impact you have had on the learning and progress of children and young people, as well as the impact you have had on the wider teaching profession. You will also be expected to peer review the portfolio of another teacher who is participating in the programme.
Simulated scenario / OSTE (Objective Structured Teaching Exercise): During a face-to-face assessment day, participants will engage in an observed simulated scenario, similar to the OSCE model in the medical profession, to demonstrate your practice.

Video observation journal: During module two of the programme, participants will be paired up with another participant on the programme and will engage in a collaborative process to develop your practice in a focused area by sharing video samples for feedback and reflection.

Lesson resources and examples: As part of the programme, participants will submit a portfolio of resources, materials and work examples to demonstrate your approach to preparing and delivering excellent learning experiences that ensure that all children and young people are making progress.

Support and training:

Within this unit you will be given support and training through the following:

• Regular calls and meetings with your allocated mentor
• A workshop on ‘Evaluating your impact’
• A self-assessment toolkit
• A workshop on ‘Developing your practice’.

UNIT 3
Professional Knowledge

Unit 3 is focused on the professional knowledge expected of a Chartered Teacher, as defined in the Professional Principles included later in this guide. Unit 3 runs across phases one and two.

Core assessments:

Online debate: Participants in the programme will join in with three online debates on key themes related to education trends, debates and policy, demonstrating your understanding of and engagement with issues in these areas.

Written and oral exam: During a face-to-face assessment day, participants will complete a written and oral exam covering your knowledge of your subject or specialist area and pedagogical approaches within your subject or specialism.

Simulated scenario / OSTE (Objective Structured Teaching Exercise): During a face-to-face assessment day, participants will engage in an observed simulated scenario, similar to the OSCE model in the medical profession, to demonstrate your knowledge of effective pedagogical approaches.

Case-based written assignment: Participants in the programme will complete an online case-based written assignment around the theme of assessment, where you will respond to a case study by articulating the actions you would take and the reasons for them.

Support and training:

Within this unit you will be given support and training through the following:

• Regular calls and meetings with your allocated mentor
• ‘Education debate, policy and trends’ online activities
• ‘Assessment’ online activities.

UNIT 3
Unit 4 is a small-scale research-based improvement project, allowing participants to bring together their professional knowledge, practice and behaviours to identify a focus area, engage with the research and evidence relating to that area, and follow a structured approach to trialling and evaluating a new approach or intervention. Unit 4 runs across phase three.

**Core assessments:**

**Literature review:** Participants in the programme will identify an area of focus and carry out a literature review, demonstrating your critical engagement with research. Your literature review is submitted as part of preparation for your interview.

**Interview:** Participants in the programme will undertake an interview with an expert in the field in which you are carrying out your research. During the interview, you will be asked to discuss and critique the research evidence you have looked at during your literature review, and will also have the opportunity to receive expert challenge and advice on your plans for your own project.

**Research portfolio:** At the end of the research-based improvement project, participants will submit a portfolio of research materials including your project plan and methodology, results, and a full project write-up. During the project, you will be expected to share your work with other participants for feedback and input.

**Poster presentation:** At the presentation and award evening at the end of the programme, you will present a poster outlining the project you undertook. This is not formally assessed, but dissemination of your work is a requirement of the unit.

**Support and training:**

Within this unit you will be given support and training through the following:

- Regular calls and meetings with your allocated mentor
- An online course on ‘Reading and using research’
- A workshop on ‘Carrying out research’
- ‘Disseminating research’ online activities.

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**Key Dates for 2018-19**

20th January 2018: Launch event, London

21st or 28th April 2018: Assessment event (participants choose one date)

29th September or 6th October 2018: Interview and research event (participants choose one date)

July 2019 (date TBC): Presentation / award event, London
Programme Timeline

Phase 1

UNIT 1: Professional Behaviours
- Recommended reading list
- Reflective journal entry 1

UNIT 2: Professional Practice
- Mentor meeting
- ‘Effective professional learning’ workshop
- Professional learning plan
- Mentor call
- Reflective journal entry 2

UNIT 3: Professional Knowledge
- Mentor call
- ‘Evaluating your impact’ workshop
- Self-assessment toolkit
- Impact portfolio peer review
- Impact portfolio final submission

Phase 2

UNIT 4: Research-based Improvement Project
- ‘Reading and using research’ online course
- Literature review & topic submission
- Research plan peer review
- ‘Carrying out research’ workshop
- ‘Disseminating research’ online activities
- Expert interview

2017

OCTOBER
- Written application
- Reference from school

NOVEMBER
- Launch event: 20th January

DECEMBER

2018

JANUARY
- Mentor meeting
- ‘Effective professional learning’ workshop
- Mentor call

FEBRUARY
- Mentor call
- Professional learning plan
- Mentor call

MARCH
- Reflective journal entry 2

APRIL
- Mentor meeting
- Simulated scenario (OSTE)
- Written & oral exam
- Written & oral exam

MAY
- Mentor call
- Reflective journal entry 3
- Simulated scenario (OSTE)
- ‘Assessment’ online activities

JUNE
- Mentor call
- Reflective journal entry 4
- Video observation journal submission
- Online case-based written assignment
- Marking & awarding

2019

CTeach award event (July, TBC)

JULY
- Impact portfolio submission
- Professional learning log

MAY
- Reflective journal entry 5
- Reflective journal entry 6
- Project portfolio submission
- Research poster presentation

2018

UNIT 1: Professional Behaviours (cont.)
- Recommended reading list

UNIT 2: Professional Practice
- Mentor call
- ‘Developing your practice’ workshop
- Simulated scenario (OSTE)
- Written & oral exam

UNIT 3: Professional Knowledge
- Mentor call
- ‘Education debate, policy & trends’ online activities
- Online debate submission

UNIT 4: Research-based Improvement Project
- ‘Reading and using research’ online course
- Literature review & topic submission
- Research plan peer review
- ‘Carrying out research’ workshop
- ‘Disseminating research’ online activities
- Expert interview

2019

CTeach award event (July, TBC)

JULY
- Marking & awarding
- Mentor statement
- Statement from school

MAY
- Reflective journal entry 5
- Reflective journal entry 6
- Project portfolio submission
- Research poster presentation

JUNE
- CTeach award event (July, TBC)
UNIT 1: Professional Behaviours (cont.)

- Mentor call

UNIT 4: Research-based Improvement Project

- ‘Reading and using research’ online course

2018

2019

JULY

Mentor call

AUGUST

Mentor call

SEPTEMBER

Half-day event: 29th September or 6th October

Mentor call x 2

Reflective journal entry 5

MARCH

Reflective journal entry 6

Professional learning log

APRIL

Marking & awarding

Mentor statement

Statement from school

JULY

CTeach award event (July, TBC)

Research poster presentation

NOVEMBER

Research plan peer review

FEBRUARY

‘Carrying out research’ workshop

OCTOBER

Expert interview

MAY

JUNE

Written & oral exam

Professional learning plan

Simulated scenario (OSTE)

ASSESSMENT SUBMISSION

UNIT 1: Professional Behaviours

- Online case-based written assignment
- Mentor call
- Lesson resources & examples submission
- ‘Assessment’ online activities

UNIT 2: Professional Practice

- Online debate submission
- Mentor call
- Self-assessment toolkit
- Impact portfolio final submission
- Impact portfolio peer review

UNIT 3: Professional Knowledge

- Written application
- Reference from school
- Mentor meeting ‘Evaluating your impact’ workshop
- ‘Effective professional learning’ workshop

UNIT 4: Research-based Improvement Project

- ‘Reading and using research’ online course
- Marking & awarding
- Mentor statement
- Statement from school
- Research poster presentation

JULY

‘Reading and using research’ online course

AUGUST

Mentor call

SEPTMBER

Half-day event: 29th September or 6th October

NOVEMBER

Research plan peer review

FEBRUARY

‘Carrying out research’ workshop

OCTOBER

Expert interview

MAY

JUNE

Written & oral exam

Professional learning plan

Simulated scenario (OSTE)

ASSESSMENT SUBMISSION

UNIT 1: Professional Behaviours

- Online case-based written assignment
- Mentor call
- Lesson resources & examples submission
- ‘Assessment’ online activities

UNIT 2: Professional Practice

- Online debate submission
- Mentor call
- Self-assessment toolkit
- Impact portfolio final submission
- Impact portfolio peer review

UNIT 3: Professional Knowledge

- Written application
- Reference from school
- Mentor meeting ‘Evaluating your impact’ workshop
- ‘Effective professional learning’ workshop

UNIT 4: Research-based Improvement Project

- ‘Reading and using research’ online course
- Marking & awarding
- Mentor statement
- Statement from school
- Research poster presentation

JULY

‘Reading and using research’ online course

AUGUST

Mentor call

SEPTMBER

Half-day event: 29th September or 6th October

NOVEMBER

Research plan peer review

FEBRUARY

‘Carrying out research’ workshop

OCTOBER

Expert interview

MAY

JUNE

Written & oral exam

Professional learning plan

Simulated scenario (OSTE)

ASSESSMENT SUBMISSION

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- ‘Assessment’ online activities

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- Written application
- Reference from school
- Mentor meeting ‘Evaluating your impact’ workshop
- ‘Effective professional learning’ workshop

UNIT 4: Research-based Improvement Project

- ‘Reading and using research’ online course
- Marking & awarding
- Mentor statement
- Statement from school
- Research poster presentation
Fees and Eligibility

The cost of undertaking the pilot programme is the reduced cost of £450. In subsequent years the cost of the programme is expected to be £850. We are offering a reduced price for the pilot cohort in order to:
• Reflect that the programme is a pilot, and as such there will be refinements and developments throughout the duration of the programme
• Reflect that we will ask our pilot cohort to engage in continual feedback and development of the programme.

We are committed to offering affordable solutions for teachers who want to participate in the programme and we understand that the total cost of the programme may be difficult for individual teachers to pay in full. Therefore, it is possible to pay in instalments, as follows:
• £100 registration fee when accepted (December)
• £50 a month for 7 months (January - July).

When a school is paying on behalf of a teacher, we ask that schools pay the fee in full in December.

Expectations during and after the programme

During the programme, we ask that participants:
• Commit to attending all events and completing all assessments
• Record videos of your teaching and share these, along with other materials, with other participants in order to collaboratively improve practice
• Contribute sufficient time to the completion of this programme, including: Attending events; submitting online assessments; attending mentoring visits; collaborating online with other participants; undertaking professional development where required; undertaking a school improvement project, etc.
• Engage in an ongoing process of giving feedback to the Chartered College in order to support development of the Chartered Teacher programme.

Once you have successfully completed the programme, we ask that you:
• Attend an accreditation event at least once every three years in order to demonstrate that you are still meeting the requirements of a Chartered Teacher
• Provide ongoing evidence of continuing professional development
• Provide ongoing evidence of how you are continuing to support the profession
• Contribute to the continued success of the programme by supporting those who are undertaking the programme (e.g. through mentoring, assessing or contributing to programme design).

Eligibility

Teachers interested in participating in the pilot year will need to meet the following criteria:
• A minimum of three years’ experience as a teacher
• A current full member of the Chartered College (initial application may be made without membership, but if successful, membership will be required before starting the programme)
• A practising teacher working with pupils up to 19 years of age.

In addition, in order to ensure that you are able to get the most of out the programme, we ask that you also agree to fulfil the expectations outlined above. You will need to have support from your headteacher or relevant member of SLT to apply.

It is worth noting that whilst you will develop professionally and improve your practice by participating in the programme, the programme for the pilot year is designed for those who are already expert teachers who are looking to validate these skills. In future years, more professional development will be made available to help teachers to prepare for the programme.
Reaccreditation

We will expect Chartered Teachers to go through a reaccreditation process in order to retain their Chartered Teacher Status. To do this, Chartered Teachers will need to remain as members of the Chartered College and pay the annual membership fee of £45, providing access to additional events and materials, including an event where Chartered Teachers present on their ongoing work and impact. This event will be celebratory, and a chance to network and meet other teachers, but will also ensure that they are still engaged in professional learning and excellent practice. These events will be run annually, and Chartered Teachers are required to come to at least one every three years. This means that they have flexibility to attend at a time that is most useful to them. These events are free of charge.

In addition, we will expect that Chartered Teachers will submit evidence to show how they are still supporting the profession, both inside and out of the Chartered College. This contributes to the profession, as well as supporting the sustainability of the programme. This could include:

• Mentoring / assessing on the programme
• Mentoring others within their own context
• Writing articles / submitting to journals etc.
• Leading a regional network
• Providing CPD sessions
• Speaking at an event
• Supporting with programme design.

Mentoring and Support

For the duration of the programme you will have access to an experienced mentor who will support and guide you as you work towards Chartered Teacher Status. You will have six mentor meetings across the course of the programme, with those meetings that are outside of our face-to-face events taking place on the telephone. This will enable you to schedule mentor meetings at a time that works for you. Mentors will be asked to support you to:

• Evaluate the impact of your practice on outcomes
• Develop an effective professional development plan, including identifying professional development opportunities
• Develop your teaching practice
• Write a research question and literature review
• Implement a research-based improvement project
• Evaluate the impact of the project
• Complete assessments successfully.

The cohort-based approach to the programme also means you will have the chance to get to know other participants on the programme and to work closely with them. The value of collegiality is highlighted in the Professional Principles, so you will be expected to support your peers on the programme.
The Professional Principles

PROFESSIONAL KNOWLEDGE

A Chartered Teacher...

1. Has and maintains deep knowledge of subject area or area of specialism

1.1 Holds deep, relevant, up-to-date knowledge of their subject or area of specialism
1.2 Understands how content and knowledge within their subject or area of specialism is organised, as well as how these concepts and principles have been established and may have changed over time
1.3 Is committed to maintaining and extending up-to-date knowledge of their subject or specialism through scholarly engagement with the latest research and thinking
1.4 Draws on a range of different sources of credible, relevant subject or specialist knowledge, for example by engaging with expert colleagues and specialist organisations
1.5 Demonstrates a genuine interest in and enthusiasm for their subject or specialism and a desire to share this with colleagues and the children and young people they teach.

2. Has a critical understanding of subject- or specialism-specific pedagogy

2.1 Has a critical understanding of a wide range of subject- or specialism-specific pedagogical approaches, knows how to deploy these effectively, and builds this through engagement with a community of specialists
2.2 Identifies and draws on relevant education research and combines this with their knowledge of subject or specialism to develop a subject- or specialism-specific teaching repertoire
2.3 Knows how to organise, sequence and present their subject or specialist knowledge effectively in the classroom in ways that take account of and build on prior knowledge
2.4 Understands the preconceptions and misconceptions children and young people may have about the subject or specialism and has a variety of strategies to address these
2.5 Has a sophisticated subject-specific vocabulary that they adopt to explain complex concepts to children and young people, including useful forms of representation, analogies, illustrations and demonstrations.

3. Has deep knowledge of the most effective pedagogical approaches and how children and young people develop and learn

3.1 Has and maintains an up-to-date knowledge of which pedagogical approaches have the strongest research evidence for effectiveness, taking into account the strengths and limitations of the evidence base
3.2 Understands a wide range of pedagogical approaches and their relevance in different contexts, and can articulate and justify the reasons each might be used
3.3 Has deep knowledge and understanding of how children and young people develop and learn, and the implications of this for practice in different contexts
3.4 Has up-to-date knowledge of theories and research from the field of cognitive science and understands how these can be used to inform practice in education
3.5 Has a clear understanding of possible barriers to learning, including for children and young people with special educational needs and disabilities or English as an additional language, and knows how to select and use appropriate strategies to overcome these.

4. Understands how to design, implement and evaluate a range of assessment types

4.1 Has a strong understanding of the principles of high quality assessment, including validity and reliability, across a range of assessment types and purposes (e.g. formative, summative, peer)
4.2 Selects and designs assessments for a range of purposes and demonstrates awareness of the limitations of these assessments
4.3 Is able to critically interpret and analyse assessment outcomes and use these to inform future planning and identify areas for development in their practice
4.4 Is able to use a range of different assessment approaches to develop an understanding of individuals and groups of children and young people, including where intervention may be required
4.5 Understands the range of ways in which assessments are used, including how assessment data can be used effectively at a department / organisation / national level for tracking, monitoring and reporting.

5. Has knowledge of education trends, debates and policy

5.1 Is aware of local, national and global trends in education, and is able to critically evaluate the relevance they may have for their own setting and practice
5.2 Understands the key debates surrounding education and the school system and can critically reflect on these and articulate their own informed perspective
5.3 Has knowledge of national and local policy that relates to their setting and is able to reflect on its implications for and impact on their practice
5.4 Understands the impact that policy has on practice, the factors that affect policy formulation, and the mechanisms for influencing local and national policy
5.5 Has an understanding of the characteristics of high-performing jurisdictions (locally, nationally and globally) and how this might relate to or inform their own practice and context.
6. Maintains a productive classroom environment with a culture of learning

6.1 Develops relationships with children and young people that are positive, respectful, trusting, and firm but fair
6.2 Creates a culture of learning, where children and young people are able to work independently or collaboratively, demonstrate commitment to mastering challenging content, and take pride in their own work
6.3 Manages behaviour effectively through use of appropriate behaviour management strategies, with clear, consistent and efficient routines that ensure a high standard of behaviour is maintained within a productive, well-ordered classroom environment
6.4 Ensures a safe environment that supports the emotional and physical wellbeing of children and young people
6.5 Establishes and maintains a supportive, trusting and respectful environment in which diversity is celebrated.

7. Plans excellent lessons and lesson sequences

7.1 Is able to translate curriculum and assessment requirements into effective design of lessons and lesson sequences, ensuring that lessons are congruent with appropriate criteria and standards
7.2 Understands how to ensure that the elements of a lesson (including instruction, resources, tasks, and homework) are well designed and aligned with the purpose of the lesson and appropriate for the children and young people
7.3 Has detailed knowledge of the wider curriculum experience of children and young people, both within their own subject area / specialism and across the whole curriculum, and uses this to plan and structure lesson sequences
7.4 Adjusts short and long term planning as a result of evaluation of previous lessons and assessment of children and young people’s existing knowledge
7.5 Has knowledge of a variety of approaches to curriculum and curriculum design, including theories, models and curriculum design processes in other settings, and is able to use and adapt this to feed into curriculum design work where appropriate.

8. Delivers excellent lessons and lesson sequences

8.1 Uses a repertoire of pedagogical approaches that ensure all children and young people are being challenged to think deeply and to articulate their thoughts in a range of ways
8.2 Makes effective use of resources and materials, including digital technology if appropriate, that are suited to the content being delivered
8.3 Effectively translates their deep subject knowledge into clear, precise explanations and examples that are appropriate to the prior knowledge of the children and young people and tailored to their level of understanding
8.4 Rigorously monitors and assesses student understanding during the lesson through effective questioning or other techniques and is able to use this information to adapt lesson delivery
8.5 Manages lessons and transitions efficiently, with routines and procedures that are clear and ensure use of lesson time is maximised.

9. Ensures that all children and young people learn and make progress

9.1 Has high expectations of all children and young people, providing opportunities that stretch and challenge them
9.2 Ensures that children and young people, through engagement with subject content, also have the opportunity to develop knowledge and skills to support their wider learning and success, for example literacy, numeracy, oracy, and critical thinking where appropriate
9.3 Has strong analytical skills that enable them to accurately interpret and analyse data sources and identify whether children and young people are making progress
9.4 Understands the complex influences that a range of factors can have on the learning of children and young people, and tailors their teaching where appropriate to ensure an inclusive learning environment
9.5 Ensures that all children and young people, including those with special educational needs and disabilities and those with English as an additional language, are able to access the curriculum and assessments and make progress.

10. Works effectively with others to provide appropriate academic and pastoral support

10.1 Recognises the contribution of a wide range of adults within and beyond their setting to the learning of children and young people, and has a range of effective strategies to build relationships with them that are trusting, professional and honest
10.2 Builds effective relationships with parents and carers, engaging them in ongoing, honest and open dialogue about their children
10.3 Is able to implement a range of strategies to support the emotional and physical wellbeing of all children and young people, identifying and sharing any areas for concern as appropriate
10.4 Communicates effectively with colleagues (e.g. form tutor, leadership team, Education Welfare Officer) and draws on their knowledge and expertise to ensure all children and young people receive the pastoral support they need
10.5 Works effectively with colleagues in and beyond the classroom (e.g. teaching assistants, SENDCo, trainee teachers) to support the learning and progress of all children and young people.
11. Critically evaluates and reflects on their own practice
11.1 Seeks ongoing, specific feedback from a wide range of people, both internal and external, to help evaluate and improve their practice
11.2 Understands how to use a variety of data sources and methods to conduct rigorous self-evaluation of the impact of their practice
11.3 Takes time to reflect on and adapt their planning, practices and pedagogical approaches to ensure they are effective and efficient
11.4 Is able to evaluate the impact of an intervention or change that they have implemented and share the outcomes with colleagues
11.5 Is able to create a robust plan for improving their classroom practice based on self-evaluation, reflection, and feedback from others

12. Is committed to engaging in relevant, career-long professional learning
12.1 Can identify their own learning needs and professional development goals, and uses these to create a long term plan for professional learning
12.2 Engages in a range of different formal and informal professional learning opportunities to ensure they maintain an up-to-date professional knowledge
12.3 Proactively seeks out appropriate professional learning opportunities and evaluates professional learning opportunities to determine quality and suitability
12.4 Understands effective methods for engaging in, and evaluating professional learning, both for individuals and when working with colleagues
12.5 Is open to questioning and challenging their own practice, values and beliefs in light of new evidence and expert input.

13. Exhibits collegiality by supporting, and learning from, others
13.1 Engages in a professional dialogue both within and beyond their setting, for example through professional networks, in order to develop their own knowledge and to support others
13.2 Contributes to a culture of engagement with research and professional enquiry and evaluation
13.3 Models good practice and is open to sharing practice with colleagues to support their learning
13.4 Is able to identify where colleagues’ practices could be improved and offer appropriate support, challenge and feedback
13.5 Recognises the value of collegiality and contributes to knowledge and practice in the profession.

14. Demonstrates high standards of professionalism
14.1 Understands how to manage personal resources and the importance of having a healthy work-life balance, and implements strategies to achieve this
14.2 Demonstrates professional autonomy and confidence, proactively looking for opportunities to drive improvement in their school
14.3 Understands what it means to be a teaching professional and the responsibilities and implications inherent within this, acts with integrity and takes responsibility for their impact on children and young people
14.4 Understands and can articulate their professional motivation as a teacher and knows how this may have an impact on their practice
14.5 Has high standards and strives to have a positive impact on the teaching profession and public perception of it.

15. Engages critically with research and evidence
15.1 Engages critically with research and evidence from a variety of sources and understands the how to evaluate the quality of these sources
15.2 Draws critically on research to develop understanding of their own practice and identify possible solutions to challenges, for example to inform decision-making
15.3 Identifies opportunities to implement learning from research within their own context, including potential barriers or issues, and can effectively translate the research into practice and evaluate its impact
15.4 Understands key concepts in education research including the limitations and appropriate uses of common research methodologies, enabling them to evaluate it and interpret its findings
15.5 Understands challenges in carrying out education research, including ethical considerations for conducting research within schools.
How to apply

In order to apply to be part of the programme, you will need to complete the application form on our website by 30th October. You will be asked to share some details about your current role, experience, etc., the details of a referee who we will contact, and to complete these three essay questions:

1) Please describe how you maintain your knowledge of your subject / area of specialism and of pedagogy. Please include responses to the following in your answer:

- What activities do you undertake in order to maintain your knowledge in these areas?
- How does your knowledge of these areas have an impact on your teaching practice?
(500 words)

2) Please describe an improvement that you have made to a specific aspect of your teaching practice. Please include responses to the following in your answer:

- How did you ascertain which area of your practice you needed to improve?
- What did you do in order to improve it?
- How did you evaluate the effectiveness of the change?
(500 words)

3) Please describe an intervention that you implemented that had a positive impact on the outcomes of children and young people. Please include responses to the following in your answer:

- How did you choose which intervention was most suitable?
- How did you implement it?
- What impact did it have on outcomes of children and young people, and how do you know?
- How did you work with the rest of the school community (e.g. parents or carers, colleagues) to ensure the effective implementation of the intervention?
(500 words)

We will review all applications against our Professional Principles, and communicate to you whether or not you have been successful by the 8th November 2017.

Ready to apply? Visit our website at https://chartered.college and complete the application form.
Frequently asked questions

When will I find out if I have been successful in my application to the programme?
You will receive the outcome of your application via email by the 8th November.

I am not able to pay the full fee in one go. What are my options?
If you are funding your own place, we ask that you pay a £100 registration fee in December after you have been accepted onto the programme. We will then ask you to pay £50 a month for the subsequent seven months.

Why do I need support from my school?
We will ask for two statements of support during your time on the programme. These can be completed by your line manager, a member of SLT or your headteacher. These will be at the point of application, and at the conclusion of the programme. We ask for these because we believe that it is important that schools are aware and supportive of any participants in the programme; although the programme is designed so that you do not need to take any time out of school, you will require support from your school to carry out the project and other assessment activities. You will also need to submit videos of your teaching practice as part of the assessment process, and all video recording will need to meet the safeguarding processes and requirements of your school; we can provide guidance and support where necessary. The statement of support at the end also provides a checkpoint that you are working at the level of a Chartered Teacher.

What happens if you are oversubscribed for the pilot?
We will limit the pilot to 150 participants in order to ensure that we are able to focus on delivering a high quality programme experience to those on the pilot and are able to gather meaningful feedback on the programme from the participants. This will include teachers who have applied individually and through their school. If we are oversubscribed once we have assessed all applications and decided on those teachers who meet the requirements to undertake the pilot run of the programme, we will look at the pool to ensure that the first cohort is representative of the profession in terms of geography, role, phase, school type, etc.

I have other qualifications (e.g. Chartership from a Subject Association, a Masters, etc.). What does this mean?
In the pilot year, we will not be offering the opportunity to use any other qualifications as evidence against the Chartered Teacher Status, and will not be offering APEL (Accreditation of Prior Experiential Learning). We have taken this decision for two reasons:
1. It allows us to focus on piloting and refining the programme
2. It gives us time to ensure that we make clear and transparent decisions around what can be used to APEL, and can use submissions from the first cohort of Chartered Teachers to compare to similar qualifications. This will allow us to decide where the status has parity with others. If you already have a different qualification and wish to take part in the full pilot we would welcome an application from you.

Will you offer Masters level credits?
At the moment, the course does not carry Masters level credits.

“Chartered Teacher Status will demonstrate that you are a highly skilled, evidence-based practitioner who is committed to continually developing their practice, supporting your career progression.”
Why do you recommend having a minimum of three years of classroom experience?
The programme is designed to be suitable for those who are already expert teachers, with deep professional knowledge and skills. Teacher practice takes time to develop, and we want to ensure that everyone who is accepted onto the programme has a good chance of success.

I am not sure that the programme is right for me. How can I find out?
In addition to reading through the programme eligibility and the expectations of those on the programme, please review the Professional Principles. These principles encapsulate what a Chartered Teacher should know and be able to do. Whilst you should develop professionally and improve your practice during the programme, it is designed for those who are already expert teachers who are looking to validate these skills. We therefore recommend that you discuss the principles with your line manager, and the extent to which you feel you meet them. If you feel that you would be able to meet these criteria with some support over the course of the programme, then we recommend that you are ready to apply.

What happens if I move schools whilst I am on the programme?
The programme is modular and flexible to mean that you should be able to move schools during it without an issue. We will work with you to structure this in the most effective way. Remember that if you are funded by your school, you will need to discuss and agree with your school what the implications are.

If I am unsuccessful in an assessment, what happens? Can I resit?
If you are unsuccessful in an assessment during the programme, you will have the opportunity to resit / resubmit. For some assessments, this may mean waiting until the next year. If your mentor or course tutor feel that you are unlikely to pass an assessment at the present time, they may suggest that you defer your place on the course for a period of time to prepare and develop your practice.

What happens if I want to defer / take a break from the programme for any reason?
We understand that there may be many reasons for someone wishing to defer or break study for a period of time, and we will help you find the most suitable route. As the programme is phased, you will easily be able to stop the programme at the end of one phase, and pick up at the start of the next phase in a future year.

How will this programme help my career progression?
Obtaining Chartered Teacher Status is not directly linked to pay, but will demonstrate that you are a highly skilled, evidence-based practitioner who is committed to continually developing their practice, supporting your career progression.

I work in Further Education or teach vocational subjects in a school. Am I able to join the programme?
If you are teaching children and young people below the age of 19, you are able to apply for the programme. However, you are also able to achieve Chartered Status through our partnership with the Education and Training Foundation using Advanced Teacher Status (ATS), which is tailored to the requirements of technical education, so you may wish to consider their programme instead.

How much time will this take?
The activities and assessments that you undertake within the programme are designed to align with things that you will already be doing and to support development of your practice. However, participation in the programme will require a significant time commitment, including attending face-to-face events on Saturdays, participating in mentoring sessions, completing a variety of assessment tasks, engaging with your cohort online, and carrying out a project. We anticipate that you will need to spend at least three days per half term on the programme, in addition to any professional development and reading you undertake. We will use feedback from the pilot cohort to ensure the programme is manageable alongside teaching commitments.

Where will the face-to-face events be held?
The launch event and the award event will be held in London, with the whole cohort attending the same event. The other events will be held in two locations (likely the North of England and London), with participants choosing which to attend. We will aim to secure the most appropriate venues for the cohort.

Do I need to be a member of the college in order to apply?
You will need to be a full member of the college to participate in the programme; you may apply without joining, but will be required to join before the programme commences if successful in your application.
“We want our Chartered Teacher qualification to be the most rigorous and relevant teacher qualification in the world. We are aiming high because we believe that teachers deserve greater recognition of their value to society and should be entrusted with responsibility for shaping the future of their profession”

Any questions?
Contact our Teacher Development Programmes Manager, Sarah Harrison: charteredteacher@chartered.college

Ready to apply?
Visit our website and complete an application form for the programme: https://chartered.college