

Chartered Teacher Programme

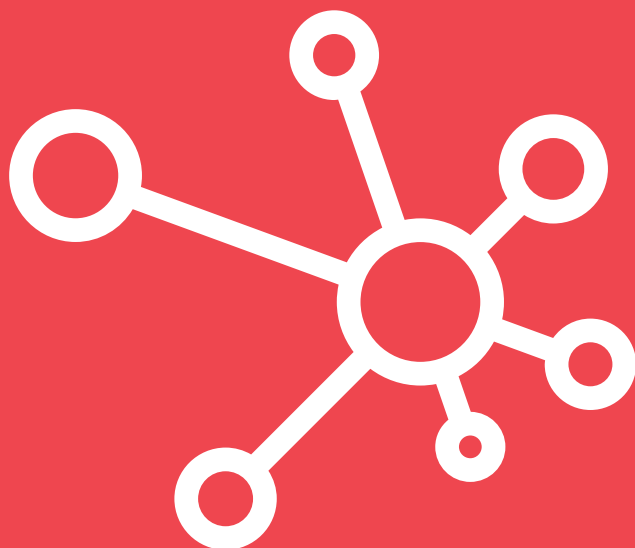
2020-2021
Central Cohort



CHARTERED
COLLEGE OF
TEACHING

“If you really want to develop your capacity to be the best teacher that you can be, then the CTeach programme is an absolute must.”

Kevin Magill, Chartered Teacher



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Introducing the Chartered Teacher Programme



Two years ago, we opened applications for the pilot cohort of a new national programme to recognise the skills, knowledge and professionalism of teachers. Those first participants were awarded Chartered Teacher status in July 2019. The first fully-fledged cohort of the programme began their journey in April 2019 - and it is time for us to open for the next cohort of participants.

When we designed the programme, we started with a thorough review of similar programmes around the world, and drew from research into factors affecting teacher development, recruitment and retention. Importantly, we 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 developed a set of Professional Principles - which you can find later in this guide - and a rigorous set of development and assessment processes and tasks for programme participants.

Participants in the pilot programme have highlighted its value and the impact it has had on their practice, opening up new opportunities and ideas, and focusing relentlessly on improving outcomes for young people. There is no doubt that it is a challenging programme, but that is an important part of its value. Completing the programme demonstrates both excellent knowledge and practices as a teacher, and a commitment to professional growth, collaboration and development.

This brochure contains information about joining our central cohort for the programme, which provides a national offer with online support and training as well as face-to-face events. You may also wish to consider joining a cohort with one of our regional providers - you can find information about these on the back page of this brochure. Over the coming years, the programme will continue to develop and grow, building a career pathway that is built around expertise in teaching and classroom practice. I do hope that you will choose to be a part of it, and look forward to working with you in the coming year.

Katy Chedzey, Head of Teaching, Learning and Assessment



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 it began. As well as running a central cohort, which is the focus of this brochure, the Chartered College of Teaching is now working in partnership with providers across the country to deliver the Chartered Teacher programme - you can find out more about these on the back of the brochure.

Chartered Teacher Status recognises the knowledge, skills and behaviours of excellent teachers, highlights the importance of their expertise in supporting the learning of children and young people and represents the first step in the development of a career pathway focused on effective classroom practice, not leadership. This status also brings teaching in line with other professions, where recognition of expertise and expectation of career-long professional learning are well-established.

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, assessment, and excellent classroom practice, as well as critical evaluation, engagement with research evidence and a desire to contribute to the profession.

Assessments include rigorous written and oral assignments, completion of a professional development plan, participation in debate activities, a research-based 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 face-to-face training days as well as participating in a range of online activities, with each element designed not just to test a teacher's 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.

“At last there is a way to accredit excellence in the classroom... a way forward for those who want to develop and refine their practice”

Isabel Eames, Chartered Teacher

**“The most valuable CPD
I have ever done”**

*Isabel Eames
Chartered Teacher*

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, education policy, and research-engagement.

BENEFITS TO THE SCHOOL

Successful completion of the programme and the assessments required to achieve Chartered Teacher Status demonstrates not just a teacher’s excellent knowledge and 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

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 a 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.

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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 three phases, each with a number of assessments within them. Across these three phases, participants will develop their understanding of the three domains of the Professional Principles: Professional Behaviours, Professional Knowledge, and Professional Practice. The final phase of the programme is focused on drawing together the learning from the programme in a research-based improvement project.

The three phases are aligned with school terms and the programme lasts for 15 months, from June 2020 until September 2021 if all phases are completed consecutively. There is a small amount of preparation and follow-up work, and Chartered Teacher Status will be awarded at an event in Spring 2022, after all assessments have been marked and moderated.

During the programme, participants will have the following opportunities:

- access to IRIS Connect for the duration of the programme
- a face-to-face or online training event for each phase of the programme and a presentation and award event upon successful completion
- workshops, training, reading lists and supporting materials to help develop practice in key areas
- a variety of online resources, including expert webinars and an online course on 'education research that matters'
- 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
- 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

Phase One

In phase one participants focus on their own professional development as they develop a professional development plan that will support their learning throughout the programme. They will also begin to engage with research, exploring evidence informed practice and current debates in education.

Core assessments:

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.

Professional development plan: Participants in the programme will develop a professional development plan at the start of the phase, and will continue to reflect on and update this throughout the programme.

Online debate: Participants in the programme will consider a range of current debates in education and will submit a response to an online debate question, engaging critically with the evidence-base and demonstrating an understanding of current educational trends and debates around classroom practice.

Literature review: Participants in the programme will identify an area of focus and carry out a literature review, demonstrating your critical engagement with research. Participants will draw upon their literature review as they progress through phase two and phase three of the programme.

Support and training:

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

- Online content to support each assessment
- Interactive online workshop
- Regular calls with your allocated mentor
- A recommended reading list
- Templates and examples for assessments.

Phase Two

Phase two is focused on the professional practice expected of a Chartered Teacher, as defined in the Professional Principles and will focus on using principles of deliberate practice to create a video portfolio.

Core assessments:

Video observation journal: Participants will draw upon the evidence from their literature review to develop their practice in a focused area using video to record, receive feedback and reflect on their classroom practice and submit a portfolio of work to demonstrate their development.

Reflective journal 1: Participants will complete a minimum of three entries in a reflective journal over the course of the programme. These reflective journals will focus on the professional development plan, and will require you to reflect on and evaluate the learning undertaken and the impact on your practice. The first will be completed in this phase.

Support and training:

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

- Regular calls with your allocated mentor
 - Workshops on 'improving your teaching practice' and 'evaluating impact'
 - Access to the IRIS Connect platform
 - An interview with an expert in the field of your literature review, with the opportunity to discuss and critique the research evidence in this area, and receive expert challenge and advice to support you in applying this research in phase two and phase three.
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Phase Three

In phase three participants will build upon their work from phases one and two to undertake a small-scale research-based improvement project, allowing them to bring together their professional knowledge, practice and behaviours to engage with the research and evidence relating to that area, and follow a structured approach to trialling and evaluating a new approach or intervention. The face-to-face event which takes place near the end of the phase will encourage participants to increase their impact, share their learning and look beyond the programme at how they can contribute to the profession as Chartered Teachers.

Core assessments:

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, a full project write-up and a research poster. During the project, you will be expected to share your work with other participants for feedback and input.

Reflective journal 2 and 3: The second and third journal entries will be completed in this phase.

Support and training:

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

- Regular calls with your allocated mentor
- An online course and interactive online workshop to prepare you for undertaking a research-based improvement project
- A workshop on 'sharing your research findings'
- A keynote on policy and practice

Examinations

During the course of the programme, participants will undertake a number of examinations, booked at a time that is suitable for them. These examinations are focused on the professional knowledge expected of a Chartered Teacher, as defined in the Professional Principles included later in this guide.

Core assessments:

Written and oral exam: 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): 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.

Multiple choice questionnaire: Participants in the programme will complete an online multiple choice questionnaire around the theme of assessment, where you will demonstrate your knowledge of assessment principles, such as validity and reliability.

Support and training:

You will be given support and training through the following:

- Exemplar materials and sample papers
- Recommended readings
- 'Assessment' online activities including a primer and expert webinars.

Events in 2020-21

Participants are required to attend a range of events within the programme, with typically one event for each phase of the programme and a graduation event following successful completion of the programme.

As restrictions are in place due to coronavirus, the content of the phase one event will now be delivered through a tailored online course and an interactive online workshop. All online workshops will be recorded and available online afterwards.

Online course available	From 1st June 2020
Key debates in education webinars	Various dates July - September
Phase one interactive online workshop	October 2020 TBC

The following events are planned for Phases two and three, however these are subject to change dependent on government advice. Each event is usually run twice to provide greater flexibility; the venues will depend on the make-up of the cohort, but are likely to be one in London and the other in one of Sheffield, Manchester or Birmingham.

Phase two event: Improving your teaching practice (full day)	January 2021 TBC
Phase three interactive online workshop	April 2021 TBC
Phase three 'sharing your research findings' event (full day)	June / July 2021 TBC
Presentation / award event	Spring 2022 TBC

Fees and Eligibility

The cost of undertaking the programme is £895.

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 onto the programme
- The remaining fee equally split across the following 15 months.

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

Expectations during and after the programme

During the programme, we ask that participants:

- commit to attending all events and completing all assessments to the deadlines specified
- record videos of their 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 the 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 programme 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 out of the programme, we ask that you agree to fulfil the expectations outlined above. You will need to have support from your headteacher or relevant member of SLT to apply and they will be asked to complete a reference at the beginning and end of the programme.

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“I recommend the Chartered Teacher programme unreservedly. High-quality events, thought-provoking activities, a range of assessments that provide challenge and opportunities to build valuable relationships with colleagues.”

Jess Mahdavi-Gladwell, Chartered Teacher

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 full members of the Chartered College. Chartered Teachers will have 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, meaning 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 outside 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 Chartered College 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 the 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.

PROFESSIONAL BEHAVIOURS

A Chartered Teacher....

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 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. You will be asked to share some details about your current role and experience, the details of a referee who we will contact, and to respond to the following essay question:

Please write a piece of critical analysis that evaluates the impact that a change that you made to your teaching practice had on the children and/or young people that you teach. This should be focused explicitly on a change to your teaching practice and not a change that you may have led across your team/school.

You should include responses to the following questions 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 decide what change you should make?
- How did you plan to evaluate the effectiveness of the change?
- What impact did it have on outcomes of children and young people
- How do you know what impact it had?

(750 words, with a word count tolerance of +/-15%)

We will review all applications against the Chartered College Professional Principles, and communicate to you whether or not you have been successful.

Ready to apply? Visit our website at <https://chartered.college/chartered-teacher/> and complete the application form.



Frequently asked questions

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.

I have other qualifications (e.g. Chartership from a Subject Association, a Masters, etc.). What does this mean?

At the moment, 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). If you already have a different qualification and wish to take part in the full programme we would welcome an application from you.

Will you offer Masters level credits?

At the moment, the course does not carry Masters level credits.

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.

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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.

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 feels 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.

Do I need to be a member of the Chartered College in order to apply?

You will need to be a full member of the Chartered 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.



Have questions? Ready to apply?

Visit our website: <https://chartered.college/chartered-teacher/>

Email us on: charteredteacher@chartered.college

As well as our central cohort, this year we are working with ten regional providers to deliver the Chartered Teacher programme in different regions. You can find the full list of regional providers below, and can find their contact details on our website :

- Beacon Partnership: Beacon Academy Teaching School, East Sussex County Council, St Mark's Teaching School Alliance, Rother Teaching School Alliance, Sussex Teaching School Alliances and Sussex University School of Education and Social Work
- Beaumont School and Sir John Lawes School, Hertfordshire
- GLF Schools and Thinking Schools Academy Trust
- Teaching Schools South West
- Learning Unlimited Teaching School Alliance and Sheffield Hallam University
- Scarborough Teaching Alliance
- Keele and North Staffordshire Teacher Education
- The Laurus Trust, Didsbury High School, Manchester
- The Lion Alliance, Finham Park School, Coventry
- West Lakes Teaching School.

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**CHARTERED
COLLEGE OF
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**Patron HRH The Duke of Edinburgh KT KG
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