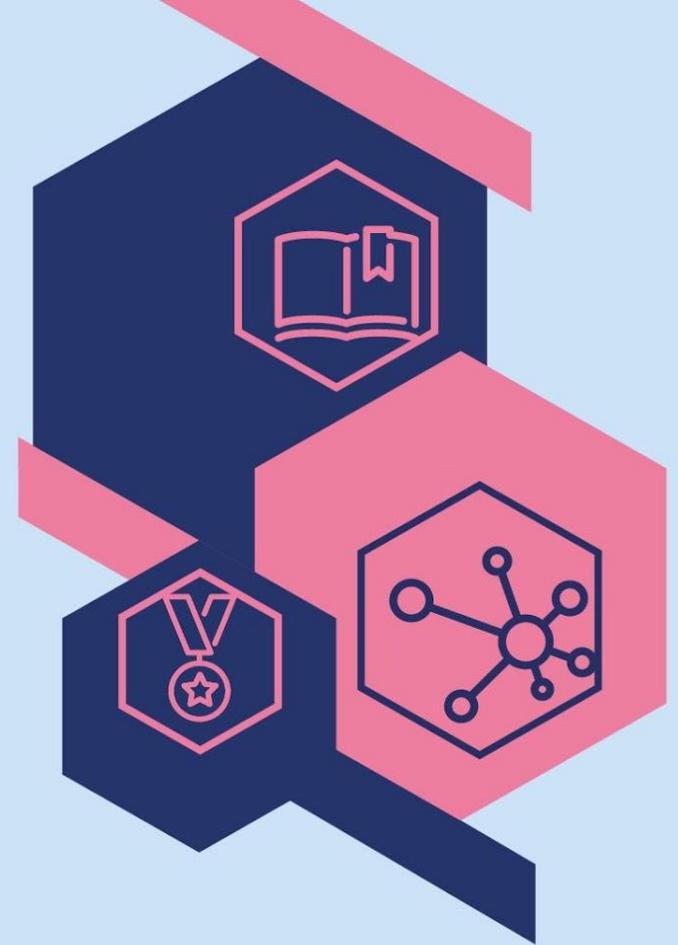
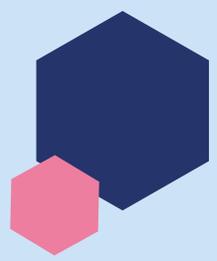

Learning Partners

June 2021





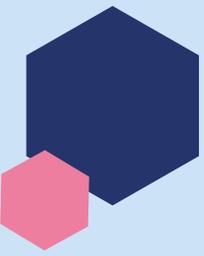
Chartered Teacher Status (CTeach)

Chartered Status is a professional standard that represents the highest standard of professional excellence.

It recognises the knowledge, skills and behaviours of excellent teachers and school leaders and their commitment to evidence-informed practice and continuing professional development.

The standard has been designed to be rigorous and yet equally accessible to individuals working in any phase, subject or school type.

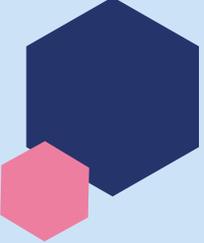
Chartered Teacher Status is a celebration of teacher and school leader expertise.



Chartered Status: The Benefits

Benefits of Chartered Status across the school system:

to the candidate..	to the school/MAT..	to the Teaching School Hub..	to the wider profession / society..
Chartered Status supports teachers' personal, professional and career development and acknowledges and celebrates the fantastic work that happens in schools across the country every day.	Chartered Status demonstrates not just a teacher or leader's excellent knowledge and practice, but also professional behaviours that mean they have impact beyond their own classroom.	Chartered Status serves as a recognised standard of teacher expertise, and a driver of high standards of teaching excellence in the region,	Chartered Status helps to recognise the important role teachers and school leaders play, raising their status and bringing teaching in line with other professions.
Those achieving Chartered Teacher Status are recognised for evidence-informed, high-quality teaching and leadership, ultimately benefiting the young people in schools.			
	Chartered Status involves commitment to supporting the development of others, sharing expertise and contributing to a culture of learning and research-engagement.		



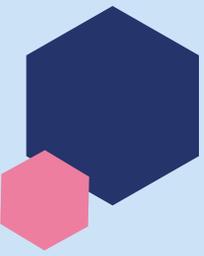
Chartered Status: What is changing

The Chartered College of Teaching was set up in 2017 and has, to date, supported teachers and school leaders in working towards Chartered Status through offering a Chartered Teacher Programme, and, more recently, a Chartered Teacher (Leadership) programme. However there are some exciting changes on the horizon.

Candidates will still need to complete the same robust assessments to become Chartered, but the Chartered College of Teaching will be moving away from directly providing the core professional development support to teachers and school leaders to prepare for these. Instead, from September 2021 teachers and school leaders will have:

- 1) More choice over who supports their professional learning: *The Chartered College of Teaching will be looking for schools, MATs and CPD providers who are interested in becoming Learning Partners, supporting teachers on their journey to Chartered Status.*
- 1) More flexibility over the pace at which they work towards Chartered Status: *They will have up to 3 years to complete all five assessment units (with extensions available where necessary).*
- 1) The option to start working towards Chartered Status at an earlier stage in their career: *Candidates will need to have 3 years experience at the point at which they apply for Chartered Status (ie. when all assessment units have been assessed as a pass) but can start on their journey to Chartered Status earlier.*
- 1) The option to work towards one or more of the Chartered assessment units independently: *Some candidates might choose to tackle certain assessment units independently with no external professional development support.*

The Chartered College of Teaching will still set the standard, assess and moderate Chartered Status assessments and award Chartered Status. The rigour of the Chartered Status assessments and the standard will not change.

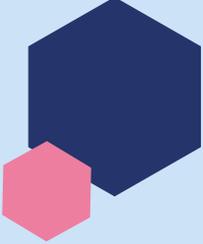


Chartered Status: Why the changes

The Chartered College of Teaching has grown rapidly since its inception in 2017. With over 45,000 members there is a rapidly growing demand from teachers and school leaders who are keen to achieve Chartered Status, and these changes will enable more teachers to start their journey to becoming Chartered.

All the changes provide greater flexibility for teachers and school leaders ensuring they can work towards Chartered Status in a way that supports their professional development, providing recognition and celebrating the highest standard of professional excellence and their commitment to continual professional development.

The Chartered assessment units align with, complement and support a broad range of professional development teachers are already engaged with across the country. Therefore teachers will be able to prepare for, and in some cases even gain credits towards, Chartered Status through professional development and qualifications they are already undertaking.



Chartered Status: New opportunities

There are many exciting opportunities with the changes.

Chartered Status candidates

Teachers and school leaders working towards Chartered Status will have:

- greater flexibility in who supports their learning
- greater ownership over the pace at which they work toward Chartered Status
- greater opportunity to work towards Chartered Status alongside other professional development or qualifications

Learning Partners

Schools and MATs who become Learning Partners will be able to:

- support teachers to work towards a recognised accreditation
- attract, train and retain excellent teachers and school leaders

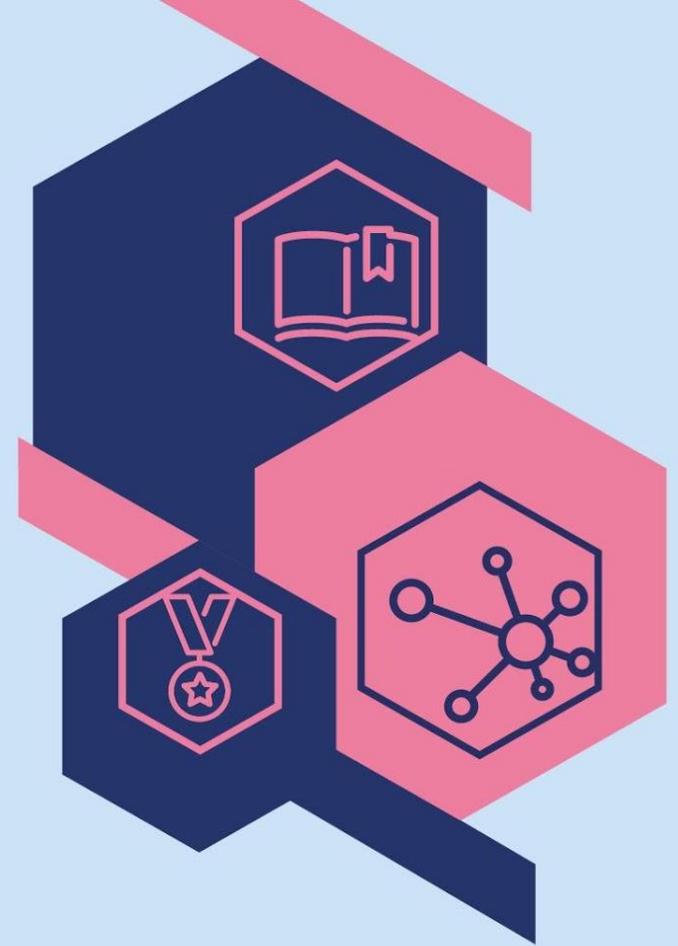
Teaching School Hubs who become Learning Partners will be able to:

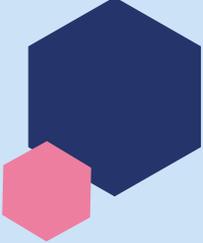
- demonstrate a strong commitment to developing evidence-informed practice in their region
- signpost teachers to recognised accreditation complementing existing CPD offers

CPD providers who become Learning Partners will be able to:

- add the opportunity for rigorous accreditation to existing CPD offers
- provide attractive additional credits towards Chartered Status

Learning Partners - Supporting candidates





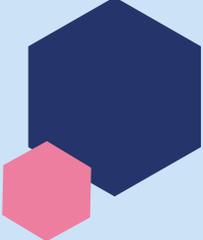
Chartered Status: Learning Partners

Learning Partners are organisations (schools, MATs and CPD providers) who support the learning of teachers and school leaders working towards Chartered Status.

Learning Partners can support candidates by:

- 1) Making adaptations to their existing CPD programmes / content to support candidates with Chartered assessment unit(s) where content is already well matched
- 1) Including optional 'add on' support / sessions to existing CPD programmes / content to support candidates to meet the requirements of Chartered assessment unit(s)
- 1) Designing and delivering new programmes / content to support candidates Chartered assessment unit(s)
- 1) Applying for 'Recognition of prior certificated learning' where formal, summative assessment is already embedded in the CPD and aligns to Chartered assessment units.

Through a range of approaches, Learning Partners are able to support individuals to gain credits towards Chartered Status and are able to provide accreditation for their CPD where it leads to, or supports Chartered Status.



Chartered Status: Learning Partners

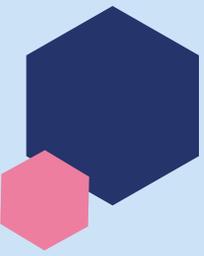
Examples of how Learning Partners might support candidates working towards Chartered Status:

Example 1: A Teaching School Hub who already provide professional development to support teachers and school leaders to undertake a research project could support them to be able to submit it towards assessment unit 4 (Evidence-informed inquiry project). The school / MAT could make minor adaptations to its professional development offer to ensure the research project aligns with the criteria for the assessment.

Example 2: A CPD provider, school or MAT who provides professional development supporting teachers to develop their knowledge of a specific pedagogical approach (e.g. effective feedback) could encourage teachers to work towards assessment unit 3 (Developing Teaching portfolio), where teachers engage in cycles of deliberate practice refining their practice and expertise. The CPD provider, school or MAT could adapt or add content to support teachers with the principles of deliberate practice or encourage them to develop this independently.

Example 3: A school, MAT or CPD provider might wish to design new professional development which supports teachers and school leaders to prepare for specific Chartered assessment units or all assessment units.

Example 4: CPD providers who offer programmes which include formal, summative assessments, for example a Masters or an NPQ, that match Chartered assessment units can apply for their participants to get automatic recognition of prior certificated learning, and so be able to provide their participants with credits towards specific Chartered assessment units.



Chartered Status: Becoming a Learning Partner

Expression of Interest

If you are interested in becoming a Learning Partner and would like to be sent more information, [please complete this short form](https://forms.gle/34zWJ63baDitk3ne7) (<https://forms.gle/34zWJ63baDitk3ne7>).

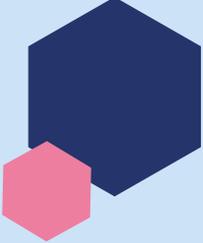
Those who express interest will be sent additional information and invited to information webinars.

September 2021: Registration opens for Learning Partner

In September 2021 organisations who have expressed interest will be invited to register as a Learning Partner. Registration will cost £100 and registered Learning Partners will be provided with access to an online hub which will contain all the key information about the Chartered Status assessments and details of optional training available.

September 2022: Accreditation opens for Learning Partners

Learning Partners will have the option to apply for 'Accredited Learning Partner' status from September 2022. Accreditation will provide a range of benefits including inclusion on the Chartered College of Teaching Learning Partner register and use of a Learning Partner logo. When applying for accreditation, organisations will need to provide evidence that they have been successfully delivering and providing support for teachers and school leaders working towards Chartered Status.



Chartered Status: Assessment submission

Assessments can be submitted to the Chartered College of Teaching at any point throughout the year, however they will be marked at set assessment points each year as below:

Assessment points (2022):

31st March 2022

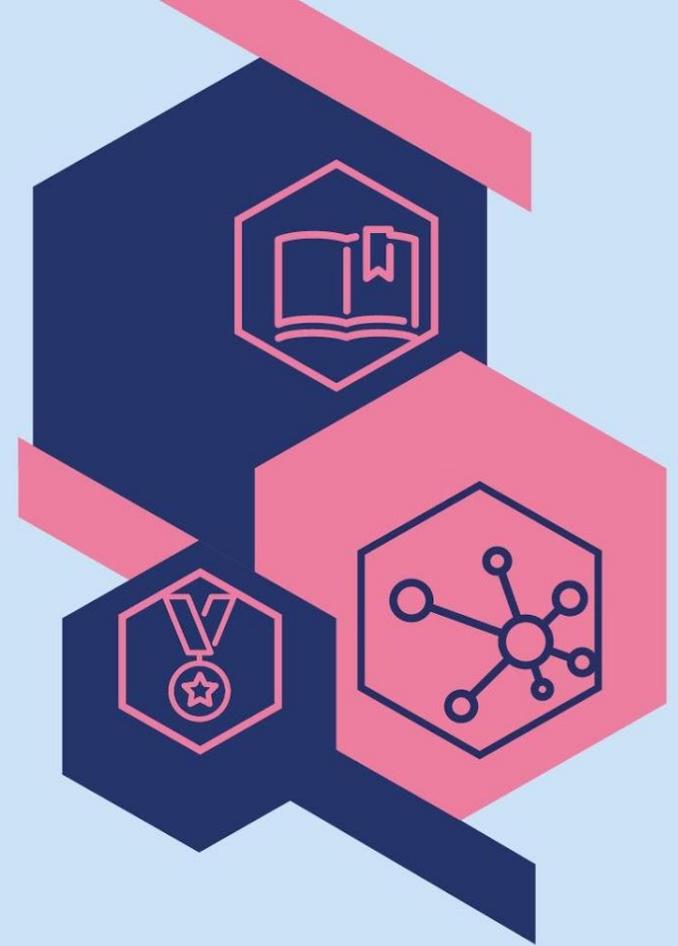
31st August 2022

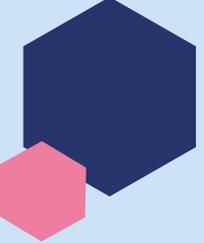
31st December 2022

We anticipate that there will continue to be March, August and December assessment points in future years. Candidates will find out the success of their assessments within 3 months of the assessment point.

When a submitted assessment unit does not meet the required standard, the candidate will be provided with written feedback. Candidates can submit their improved work at any future assessment point; there is a resubmission fee.

Achieving Chartered Status





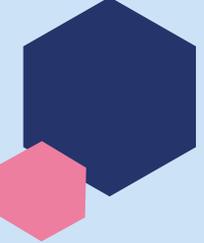
Chartered Status: The Assessment

Achieving Chartered Status requires completion of five assessment units which are set, marked and moderated by the Chartered College of Teaching.

The five assessment units cover a broad set of professional behaviours, knowledge and practices outlined in the Chartered College of Teachings' Professional Principles.

The assessments allow candidates to focus on their own area of interest, thus Chartered Teacher Status can be achieved in any teaching or school leadership role, whatever the phase or subject.

	Assessment unit	Learning supported by
Professional behaviours	Unit 1 Written educational debate	Chartered College of Teaching supports learning through the 'Certificate in Evidence-Informed Practice'
	Unit 2 Professional learning profile	Candidates supported by a Learning Partner or work towards the assessment units independently.
Professional practice	Unit 3 Developing teaching portfolio	For each assessment unit the Chartered College of Teaching will provide, detailed guidance on the assessment, a reading list and links to useful resources.
	Unit 4 Evidence-informed inquiry project	
Professional knowledge	Unit 5 Professional knowledge examinations	



Chartered Status: The Assessments

Assessment unit 1

We recommend candidates start with assessment unit 1* (the written educational debate) as it contains foundational knowledge and skills that support all other assessment units.

Assessment unit 1 is fully supported by online learning content included in the Chartered College of Teaching's 'Certificate in Evidence-Informed Practice' programme. provided to all candidates when they sign up to start their Chartered Status journey.

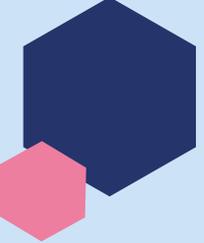
Assessment units 2,3,4 & 5

Assessment units 2-5 can be completed in any order. When a candidate decides to start an assessment unit and purchases it, they will be provided with detailed supporting documentation and the opportunity to submit their assessment once it is complete and ready to be marked.

Units 2,3,4 and 5 are NOT supported by a programme of online learning from the Chartered College of Teaching. Candidates can choose to work through the assessments independently or with support from a Learning Partner.

A downloadable certificate will be provided for every assessment unit the candidate passes.

*Any candidates who have completed and passed the 'Certificate in Evidence-Informed Practice Programme' with the Chartered College of Teaching will have completed this assessment unit already.



Chartered Teacher Status: Eligibility

To register for and work towards Chartered Teacher Status candidates must:

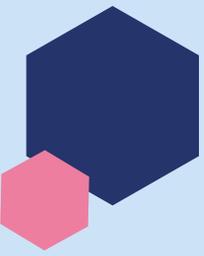
- Be a Full Member of the Chartered College of Teaching
- Be a practicing teacher or school leader employed to teach children or young people aged 0-19 in an early years, primary, secondary, further education or specialist setting.

To be awarded Chartered Teacher Status candidates must:

- Pass all five assessment units
- Be able to provide a supporting reference from their school / organisation
- Have at least 3+ years teaching experience

To retain Chartered Status once it has been awarded candidates must:

- Remain a member of the Chartered College of Teaching
- Undertake revalidation activities every 3 years to demonstrate continued commitment to professional development



Chartered Status: Application

From September 2021 teachers and school leaders interested in starting their journey towards Chartered Status will be able to register as a 'Chartered Status candidate'.

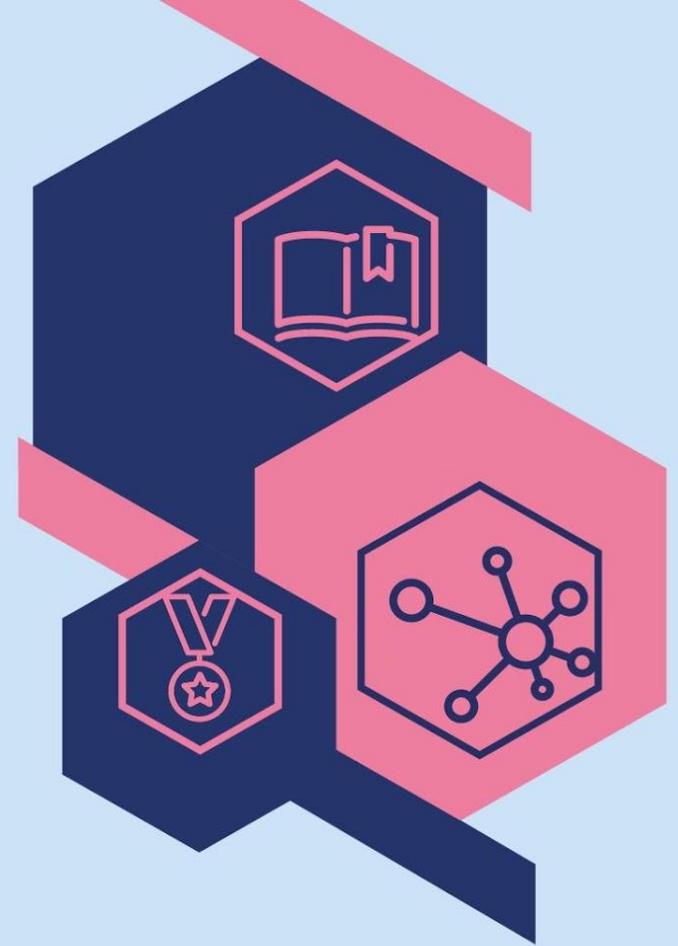
Registration will cost £99, and will include:

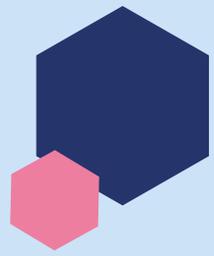
- The Certificate in Evidence-Informed Practice programme (usual price £99)
- Access to the new online Chartered Status candidate community
- Detailed assessment guidance and supporting material

In addition, some of the individual assessment units when purchased come with additional resources to support the candidate such as an online course about research methodology and access to IRIS connect.

Once registered, a candidate will have 3 years to complete and submit all 5 assessment units. If not all assessment units are submitted within this timeframe candidates will have the option of paying a small fee for up to an additional two years to keep their assessments live and retain access to the candidate community and support materials.

Overview of assessments





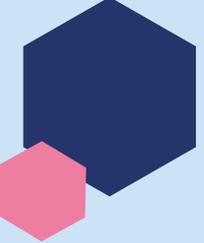
Chartered Teacher Status: Assessment Units

Achieving Chartered Status requires completion of five assessment units which are set, marked and moderated by the Chartered College of Teaching.

The five assessment units cover a broad set of professional behaviours, knowledge and practices outlined in the Chartered College of Teachings' Professional Principles.

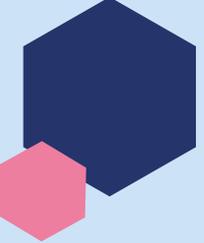
The assessments allow candidates to focus on their own area of interest, thus Chartered Teacher Status can be achieved in any teaching or school leadership role, whatever the phase or subject.

	Assessment unit	Credits	Learning supported by
Professional behaviours	Unit 1 Written educational debate	10	Chartered College of Teaching supports learning through the 'Certificate in Evidence-Informed Practice'
	Unit 2 Professional learning profile	20	Candidates can be supported by a learning partner or work towards the assessment units independently.
Professional practice	Unit 3 Developing teaching portfolio	20	For each assessment unit the Chartered College of Teaching will provide, detailed guidance on the assessment, a reading list and links to useful resources.
	Unit 4 Evidence-informed inquiry project	20	
Professional knowledge	Unit 5 Professional knowledge examinations	30	



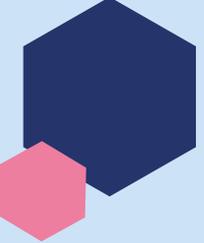
Unit 1. Written educational debate

Assessment description	Cost	Related professional principles
<p>For this assessment candidate submits a written response to a current educational debate.</p> <p>For this unit the Chartered College of Teaching is providing an online programme*, the 'Certificate in evidence-informed practice' programme, to support candidates.</p> <p>*Within the programme, candidates familiarise with the evidence-base around a range of evidence-informed practices and then choose one of three current debates to explore in detail. Candidates are encouraged to consider multiple perspectives within the debate and produce a written response to the debate question. Candidates have an opportunity to submit their response for peer review enabling them to receive feedback and questions from peers which they will respond to within their final submission.</p> <p>As part of the course candidates are provided with: a recorded expert webinar; a web-based discussion; and a reading list. Detailed assessment guidance and exemplars are also provided.</p>	<p>Included with registration</p>	<p>3.1, 3.3, 5.1, 5.2, 13.1, 13.4, 15.1,</p>
<p>Recommended time frame</p>		
<p>The online course and written educational debate task typically takes around 3 months to complete.</p>		
<p>How might Learning Partners support candidates with this assessment?</p>		
<p>This assessment is fully supported by the 'Certificate in evidence-informed practice' programme run by the Chartered College of Teaching, therefore no specific support is required for this assessment. However candidates may benefit from discussing their learning with others and building their understanding of evidence-informed practice more widely, so there are opportunities for additional support to be provided.</p>		



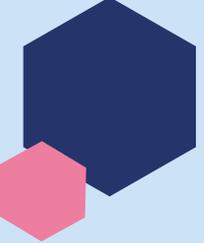
Unit 2. Professional learning profile

Assessment description	Cost	Related professional principles
<p>For this assessment unit, candidates submit a portfolio of assessments:</p> <p>Professional development plan: candidates identify 3-5 professional development goals and create a plan for their professional learning and development which will help them to achieve the goals they have set.</p> <p>Educational perspectives statement: In this assessment, candidates articulate their informed perspective relating to key themes relevant to classroom teachers, considering how their perspectives influence practice within their classrooms. Candidates are encouraged to engage with a range of different perspectives (as well as research and evidence) as they explore each theme and seek to develop their understanding further.</p> <p>Reflective journal: Candidates must submit three reflective journal entries. In each entry they will revisit their professional development plan and educational perspective statement and reflect on their learning, considering how their knowledge, understanding and/or practice has developed as the result of engaging in professional development and through wider reading.</p>	£120	1.4, 11.3, 11.5, 12.1, 12.2, 12.3, 12.4, 12.5, 14.1
		<p>Recommended time frame</p> <p>Candidates are expected to complete this assessment over a period of time – typically this would be around 6 -12 months. This assessment unit can be taken alongside other Chartered assessment units or supporting other CPD.</p>
<p>How might Learning Partners support candidates with this assessment?</p> <p>Learning Partners can support candidates by providing opportunities for candidates to reflect on their progress, for example through conversations with a mentor or through peer-to-peer support. Candidates might benefit from specific input on effective professional development planning; reflective writing; or may benefit from exploring how individual beliefs influence practice. They may also benefit from engaging with content which helps them explore different perspectives and arguments around the key themes.</p>		



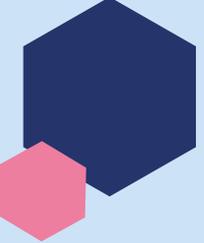
Unit 3. Developing teaching portfolio

Assessment description	Cost	Related professional principles
<p>For this assessment, candidates will identify an area of practice they wish to develop and draw on research and evidence to create a plan for improvement. They will engage in cycles of deliberate practice, setting specific goals and seeking feedback as they hone their expertise and refine their practice. There are a number of elements to this assessment:</p> <p>Brief summary of research / plan for improvement: candidates will provide a brief summary of the research in their area of focus and outline specific steps for improvement.</p> <p>Written reflections of practice: Candidates will produce three reflections, written at key points as they engage in each cycle of deliberate practice.</p> <p>Recorded presentation: Candidates will submit a 5-7 minute recorded presentation, linked to the theme of their focus area.</p> <p>Candidates are strongly encouraged to utilise video to support their deliberate practice. Access to IRIS connect will be provided enabling candidates to record and reflect on their practice.</p>	£120	7.2, 7.4, 8.1, 11.1, 11.3, 11.4, 11.5, 15.2
<p>How might Learning Partners support candidates with this assessment?</p> <p>Learning Partners may support candidates by:</p> <ul style="list-style-type: none"> • Providing input on the process of deliberate practice and understanding the development of teacher expertise • Providing opportunities for candidates to reflect upon or receive feedback on their teaching as part of the process (e.g. with a mentor, instructional coach or through peer-to-peer support) • Providing content around a specific area of practice. For example, offering a course on a specific pedagogical approach which candidates then use as the focus for their deliberate practice. 	<p>Recommended time frame</p> <p>Typically, candidates would be expected to engage with two cycles of deliberate practice over a period of around six weeks. In total, this assessment should typically take around 3 months to complete.</p>	



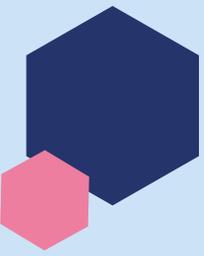
Unit 4. Evidence-informed inquiry project

Assessment description	Cost	Related professional principles
<p>In the classroom practice inquiry project, candidates utilise practitioner inquiry as they enquire around a specific area of classroom practice. The practitioner inquiry process requires candidates to pose a research question, undertake a literature review, then plan and implement their projects. The submission for this assessment will include:</p> <p>Written report: a written report of 3500 – 5500 words in length, including a literature review, research methodology and summary of the outcomes from their project.</p> <p>Research poster: an academic research poster offering a visual summary of their project.</p> <p>Recorded presentation: Candidates will submit a 5-7 minute recorded presentation, linked to the theme of their focus area.</p>	<p>£120</p>	<p>11.2, 11.4, 13.2, 13.5, 14.1, 14.2, 14.3, 14.4, 14.5, 15.1, 15.2, 15.3, 15.4, 15.5</p>
Recommended time frame		
<p>In total, this assessment should typically take around 6 months to complete.</p>		
<p>How might Learning Partners support candidates with this assessment?</p> <p>Learning Partners may support candidates by:</p> <ul style="list-style-type: none"> • Providing input on the process of practitioner inquiry • Providing an opportunity for feedback on individual elements of the project, for example, the project plan and/or literature review • Providing an opportunity for participants to discuss and reflect upon their project, for example with a mentor or through peer to peer support • Providing content on a specific pedagogical approach or theme which candidates then explore within their projects. 		



Unit 5. Professional knowledge examinations

Assessment description	Cost	Related professional principles
<p>Candidates will demonstrate their excellent professional knowledge as they undertake three examinations:</p> <p>Multiple-choice exam: a 30 question multiple-choice examination assessing candidates knowledge and understanding of evidence-informed teaching, learning, curriculum and assessment.</p> <p>Objective Structured Teaching Exercise: Candidates will be presented with a teaching-based scenario that includes a short video of classroom practice. They will be asked to draw on research and evidence as they discuss their response to the scenario. The scenario will focus on a specific area of pedagogy which will be shared in advance. Previous themes include areas such as questioning and feedback. Themes will be shared in advance.</p> <p>Written examination: In this examination, candidates are asked to demonstrate their subject knowledge as they discuss how an aspect of evidence-informed pedagogy might be applied in their subject / phase / specialism. Candidates do not have prior knowledge of the topics, however can choose their preference from a small selection of themes provided.</p>	<p>£120</p>	<p>1.1, 1.2, 2.3, 2.4, 3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 7.5, 8.3, 13.3, 13.4, 13.5, 15.1, 15.2, 15.3</p>
<p>Recommended time frame</p>		
<p>These examinations can be undertaken at any point.</p> <p>The amount of preparation required for the multiple-choice exam and the objective structured teaching exercise will vary depending on candidates' existing knowledge.</p>		
<p>How might Learning Partners support candidates with this assessment?</p> <p>Learning Partners may support candidates by:</p> <ul style="list-style-type: none"> • Prompting candidates to undertake assessments at regular intervals • Creating content to help candidates develop their knowledge of the examination themes, e.g. Offering training events, webinars, reading lists, discussion groups 		



Chartered Teacher (Leadership) Status

The Chartered College of Teaching will be running the Chartered Teacher (Leadership) programme for the last time beginning January 2022. This is a programme for senior school leaders with 3+ years of whole or cross-school leadership experience.

The Chartered Teacher (Leadership) assessments will also become available as individual assessment units for Learning Partners to support or individuals to work towards independently or alongside other qualifications (eg NPQs) from later in 2022.

Middle leaders will work towards Chartered Teacher Status but will have the option to take one leadership assessment unit (assessment unit 3 or 4) if they feel it will support their professional development and is relevant to their role.

Route to Chartered Status	Assessment outlines available	Detailed assessment guidance available	Registration opens to join Chartered candidate community	Assessment modules available	First submission point
Chartered Teacher Status	June 2021	June 2021	September 2021	September 2021 - Unit 1 January 2022 - Units 2,3,4,5	31st March 2022
Chartered Teacher (Leadership) Status	July 2021	Nov 2021	September 2021	September 2021 - Unit 1 May 2022 - Units 2,3,4,5	31st August 2022