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Revised professional standards for education practitioners in Wales

Guidance

Revised professional standards for education practitioners in Wales

Audience   Governing bodies and headteachers of all maintained schools in Wales; teachers; Higher Level Teaching Assistants; local authorities; diocesan authorities; professional associations; Governors Wales; teacher and other associations and unions; higher education institutions; Initial Teacher Training institutions; further education institutions; Estyn; General Teaching Council for Wales (GTCW); education departments; supply agencies.

Overview   This document sets out the professional standards for:

- Higher Level Teaching Assistants (HLTA)
- Practising Teacher Standards
- Leadership Standards.

Action required   For practitioners and stakeholders to be aware that from 1 September 2011:

i. the revised Higher Level Teaching Assistants (HLTA) 2011 replace the existing HLTA standards

ii. the Practising Teacher Standards replace the existing End of Induction Standard

iii. the Leadership Standards replace the existing National Standards for Headteachers in Wales.

These revised standards should be used by education practitioners in Wales at the appropriate stages of their career.

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Additional copies   This guidance is available from the Welsh Government website at www.wales.gov.uk/educationandskills

Related documents   *Revised professional standards for education practitioners in Wales* Consultation document (2011)

Revised professional standards for education practitioners in Wales Consultation – summary of responses (2011)

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Introduction

Professional Standards for Education Practitioners in Wales

The standards are statements of practitioners'

- Professional Values and Attributes.
- Knowledge and Understanding.
- Skills.

They clarify the expectations at each stage of a practitioner's career and help them identify how they need to develop professionally to progress in their career.

Why do we need professional standards?

The overall purpose of the professional standards is to raise standards of teaching and to improve learner outcomes throughout Wales. The professional standards articulate the understandings, knowledge and values that our teachers, leaders and Higher Level Teaching Assistants must demonstrate. They provide a framework to enable practitioners to identify their performance management objectives and to choose the most appropriate professional development activities.

Which standards have changed?

a) **Higher Level Teaching Assistant Standards (HLTA).**
b) **Practising Teacher Standards (PTS)** replace the End of Induction Standard.
c) **Leadership Standards** replace the National Standards for Headteachers in Wales.

Revised professional standards for Higher Level Teaching Assistants (HLTAs) in Wales

Those awarded HLTA status must meet all of the following standards.

	Professional attributes
1.	Have high expectations of children and young people and a commitment to helping them fulfil their educational potential.
2.	Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3.	Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
4.	Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
5.	Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
6.	Demonstrate a commitment to collaboration and cooperative working with colleagues and external agencies.
7.	Improve their own knowledge and practice including responding to advice and feedback.
	Professional knowledge and understanding
8.	Understand the key factors that affect children and young people's learning and progress.
9.	Know how to contribute to effective personalised provision by taking practical account of inclusion and, in particular, additional learning needs (ALN).
10.	Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
11.	Have achieved level 2 (or above) of the National Qualifications Framework in English or Welsh (first language)/literacy and mathematics/numeracy.
12.	Know how to use ICT to support their professional activities.
13.	Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
14.	Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
15.	Know how to support all learners in accessing the curriculum in accordance with the special educational needs, the *SEN Code of Practice for Wales,* and disabilities legislation.
16.	Know how other frameworks that support the development and well-being of children and young people impact upon their practice.
17.	Understand the national education policy context in Wales and the Welsh Government's national priorities for education including Cwricwlwm Cymreig to inform and shape their practice.

Professional knowledge and understanding (cont …)
18. Understand how the United Nations Convention on the Rights of the Child and the Children and Young People's Participation Standards for Wales are used to inform and shape their practice.
Professional skills
Planning and expectations
19. Use their area(s) of expertise to contribute to teachers' planning and preparation of learning activities.
20. Use their area(s) of expertise to plan their role in learning activities.
21. Devise clearly structured activities that interest and motivate learners and advance their learning.
22. Plan how they will support the inclusion of the children and young people in the learning activities.
23. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.
Monitoring and assessment
24. Monitor learners' responses to activities and modify the approach accordingly.
25. Monitor learners' progress in order to provide focused support and feedback.
26. Support the evaluation of learners' progress using a range of assessment techniques.
27. Contribute to maintaining and analysing records of learners' progress.
Teaching and learning activities
28. Recognise and respond appropriately to situations that challenge equality of opportunity.
29. Use effective strategies to promote positive behaviour.
30. Use their ICT skills to advance learning.
31. Advance learning when working with individuals.
32. Advance learning when working with small groups.
33. Advance learning when working with whole classes without the presence of the assigned teacher.
34. Organise and manage learning activities in ways which keep learners safe.
35. Direct the work, where relevant, of other adults in supporting learning.
36. Advance learning that takes account of learners' additional learning needs (ALN).

Practising Teacher Standards

Teachers must meet the Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career.

Professional values and attributes
1. Appreciate the diverse needs of children and young people.
2. Value fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Have high expectations of children and young people in order to improve outcomes and well-being for all learners.
4. Value the importance of building positive relationships between home and school.
5. Value the active involvement of children and young people in their progress, development and well-being.
6. Value the active involvement of parents and carers in the progress, development and well-being of children and young people.
7. Value and celebrate the contribution children and young people make within their communities.
8. Appreciate and value the contribution that support staff and other professionals make to the learning, development and well-being of children and young people.
9. Be actively involved in professional networks and learning communities which share and test beliefs and understandings with colleagues and contribute to the wider development of the school and profession.
10. Value the improvement of practice through reflection and taking responsibility for continuing professional development.
11. Have high expectations with regard to Welsh-language development in the context of the bilingual nature of Wales.
Professional knowledge and understanding
12. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.
13. Understand the national education policy context in Wales and the Welsh Government's national priorities for education, including an understanding of the principles of the Cwricwlwm Cymreig and how it should inform and shape their practice.
14. Use understanding of the expectations, organizational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
15. Understand the key factors that affect children and young people's learning and well-being.

Professional knowledge and understanding (cont …)

16.	Maintain an up-to-date understanding of their subjects/curriculum areas and related pedagogy in order to inform practice.
17.	Understand their role in improving literacy and numeracy skills across the curriculum.
18.	Maintain knowledge and learning in ICT to support teaching, learning and in their wider professional role.
19.	Understand and apply the *SEN Code of Practice for Wales* to meet the diverse needs of learners.
20.	Understand when appropriate and how to seek information, advice and support from internal and external sources including procedures on safeguarding.
21.	Have a knowledge of a range of strategies and know how to use them to promote good behaviour and create a purposeful learning environment.
22.	Understand how the United Nations Convention on the Rights of the Child and the Children and Young People's Participation Standards for Wales can be used to inform practice and improve learner outcomes.
23.	Understand the expectations in the curriculum with regard to Welsh-medium provision and/or Welsh Second Language.

Professional skills

Planning and target setting

24.	Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.
25.	Use teaching and learning objectives to plan lessons, and sequences of lessons, which clearly show how learners' knowledge, skills and understanding will be assessed.
26.	Personalise learning in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
27.	Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
28.	Work effectively as a team member and collaborate with colleagues to plan work and establish targets.
29.	Plan for support staff to be appropriately involved in supporting learning and ensure they understand the roles they are expected to fulfil.
30.	Plan appropriate opportunities for children and young people to learn in settings beyond the classroom.
31.	Manage and prioritise time effectively within their wider professional role.
32.	Instigate and maintain effective communication with children, young people, and their parents/carers.

Professional skills (cont …)
Monitoring and assessment
33. Use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
34. Meet the assessment requirements and arrangements for the subjects/curriculum areas and phases within which they teach, including those relating to public examinations and qualifications.
35. Use monitoring and assessment to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
36. Involve learners in target setting and in reflecting upon and evaluating their performance.
37. Monitor and record learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time whilst taking account of the participation and views of the learner.
38. Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
39. Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development using supporting records and other evidence.
Teaching and managing learning
40. Establish and maintain effective learning environments where all learners feel safe, secure and confident.
41. Teach the required and expected skills, knowledge and understanding relevant to the needs of the leaner making appropriate use of relevant national guidance.
42. Make effective personalised provision in their teaching including taking practical account of diversity and promoting equality and inclusion.
43. Challenge instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures.
44. Teach clearly structured lessons or sequences of work so that all learners understand and meet the intended learning objectives.
45. Employ appropriate teaching strategies which develop all learners' capacity to work collaboratively and independently.
46. Build on the varying experiences, achievements and interests of learners to help them make progress.
47. Manage teaching and learning time effectively.

	Professional skills
	Teaching and managing learning (cont …)
48.	Manage the physical learning environment, equipment, materials, texts and other resources safely and effectively.
49.	Employ appropriate teaching strategies to secure positive behaviour.
50.	Employ appropriate teaching strategies to promote the well-being of children and young people.
51.	Employ appropriate teaching strategies to promote good progress and outcomes for learners over a sustained period of time.
52.	Use ICT effectively in teaching and learning.
53.	Encourage learners to progress independently by providing activities or other out-of-school study which consolidates and extends work carried out in school.
54.	Work co-operatively and collaboratively with other teachers and colleagues, including those from external agencies, to enhance the learning and wellbeing of those they teach.
55.	Promote learners' understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate.

Leadership Standards

Introduction

The following sections set out the Leadership Standards that are required of head teachers. For other practitioners, teachers and support staff the Leadership Standards can be used as a tool to support ongoing leadership development.

Creating strategic direction

Engaging in constructive thinking about the future is essential to effective leadership. Leaders should create a shared and corporate strategic vision which inspires and motivates all members of the school community. This vision should encapsulate the educational values and the moral purpose of the leadership team and governing body to secure the improvement and development of the school.

Creating strategic direction
1. Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
2. Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.
3. Embodies the vision and values through daily practice and continual advocacy.
4. Motivates and works with others to create an effective school climate and shared culture.
5. Employs creativity, innovation and new technologies to achieve excellence.
6. Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large.
7. Develops the school based on a commitment to continuous improvement and sustainable development.

Leading learning and teaching

Securing effective learning and teaching is at the heart of the school's purpose. Leaders, working with staff and governors, create the conditions and structures to support effective learning and teaching for all.

Leaders have a direct responsibility for the quality of learning and teaching and for learners' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. The climate and learning culture created in the school should enable learners to become effective, enthusiastic, independent learners, committed to and equipped for life-long learning.

	Leading learning and teaching
8.	Ensures a consistent and continual school-wide focus on learners' achievement.
9.	Ensures that both school and classroom climates promote effective learning and teaching for all.
10.	Promotes the equity of academic, vocational and experiential learning routes.
11.	Places learning at the centre of strategic planning and resource management.
12.	Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met.
13.	Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills.
14.	Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school.
15.	Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning.
16.	Implements strategies that secure high standards of behaviour and attendance.
17.	Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.
18.	Implements strategies to secure effective assessment procedures, including assessment for learning.
19.	Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate.
20.	Takes a strategic role in the development of new technologies to enhance and extend the learning experiences of learners and the teaching capabilities of teachers.
21.	Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.
22.	Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.
23.	Implements strategies to ensure that learners' additional learning needs are met.

Developing and working with others

Effective relationships are particularly important in leadership as leaders, and headteachers in particular, work with the whole school community. Leadership involves building professional learning communities which enable all to achieve. Through performance management and effective continuing professional development, leaders enable all staff to achieve high standards. Leaders should be committed to their own continuing professional development in order to equip

themselves with the capacity to deal with the complexity of their role and the range of leadership skills and actions required of them.

Developing and working with others
24. Treats people fairly, equitably and with dignity and respect to create and maintain a positive school climate.
25. Shares and distributes leadership.
26. Develops, empowers and sustains effective teams.
27. Creates an environment in which others can grow professionally.
28. Develops and nurtures leadership potential in others to build the leadership capacity of the school.
29. Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.
30. Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.
31. Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.
32. Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.
33. Acknowledges and celebrates the responsibilities and achievements of individuals and teams.
34. Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.
35. Has regard for own workload and that of others to secure a satisfactory work/life balance.
36. Establishes effective arrangements for the co-ordination of provision for learners with additional learning needs.

Managing the school

Leaders need to provide effective organisation and management within the school they lead to ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. Leaders should implement effective processes to develop and review policies and plans to ensure the effective and efficient use of available resources and finance.

	Managing the school
37.	Ensures that the professional duties and conditions of employment as set out in statutory requirements, including those for the headteacher, are fulfilled.
38.	Produces and implements clear, evidence-based improvement plans and polices for the development of the school and its facilities.
39.	Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.
40.	Builds, remodels and maintains organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.
41.	Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.
42.	Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.
43.	Uses information and data from within and outside the school to inform management and organisational development.
44.	Makes effective use of the support and challenge provided by the LA and other relevant bodies.
45.	Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.
46.	Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
47.	Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
48.	Develops and enhances the learning environment to better meet the needs of learners.
49.	Monitors, evaluates and reviews the range, quality and use of all available resources to improve the quality of education for all learners and to secure value for money.

Securing accountability

Headteachers are accountable to the governing body for the management of the school, its environment and all its work. The headteacher is accountable to the governing body, learners, parents, governors and the LA for the quality of education achieved by the school and has a professional responsibility to the whole community. Additionally, leaders are responsible for ensuring collective responsibility in order that all members of the school community accept they are accountable for the contribution they make to the school's outcomes.

	Securing accountability
50.	Ensures individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self evaluation.
51.	Works with the governing body so that it is able to meet its responsibilities for securing effective learning and teaching and improved standards of achievement.
52.	Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.
53.	Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.
54.	Sets stretching targets for the whole school community based on consistently high expectations.
55.	Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.

Strengthening the community focus

Leaders should be aware that improvements in the school and in the community are interdependent and rely upon effective collaboration between all interested parties. Leaders should encourage and engage in collaboration with other schools and organisations to bring positive benefits to the school and share its expertise. In this area of leadership, leaders will need to secure the involvement and support of those outside the school.

	Strengthening the community focus
56.	Establishes and builds partnerships with other schools to share best practice and support school improvement.
57.	Builds a school climate and learning culture which takes account of the richness and diversity of the school's community including Welsh Language and culture.
58.	Ensures that the school plays a productive role as a member of its local, national and global communities.
59.	Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.
60.	Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.
61.	Ensures that the school plays a central role in the community.
62.	Develops citizenship in learners so that they make a positive contribution to local and wider communities.
63.	Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.

Strengthening the community focus (cont …)
64. Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.
65. Works collaboratively within and outside the school to achieve school goals and objectives.
66. Works co-operatively and collaboratively with teachers and colleagues, including those from external agencies, to enhance the learning and wellbeing of those they teach.