

PROFESSIONAL STANDARDS

FOR TEACHERS AND TRAINERS IN THE FURTHER EDUCATION
AND TRAINING SECTOR

GUIDE TO USING THE UPDATED 2022 PROFESSIONAL STANDARDS

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Foreword

Teachers and trainers in the English Further Education and Training sector play a crucial role in transforming the lives of millions of learners and helping them become active and productive citizens and contributors to a healthy, sustainable and inclusive society. The 'Professional Standards for Teachers and Trainers' are designed to support this work, setting out the values, knowledge and skills that practitioners are expected to develop, maintain and improve throughout their teaching career.

When the Education and Training Foundation (ETF) published the Professional Standards in 2014, co-designed with the sector, these were warmly received because they directly reflected the unique challenges, issues and skills development needs which practitioners had raised. They were focused, simple and easy to apply. However, since 2014, the world has changed significantly, and understandably, so have educational priorities. The last two years have borne witness to the huge changes in working and learning practices prompted by the Covid-19 pandemic and the emergence of deep environmental and learner wellbeing concerns. As the Professional Standards had not yet been updated, 2021 was considered the right time to do so.

It is with great thanks to the sector that we have now completed this review. It has been both a collaborative and enriching experience, with organisations and practitioners across the sector eager to give us their views on the changes we needed to make. A wealth of experience and knowledge has been pooled from our sector stakeholders, as well as insights from academic researchers and experts with experience in setting and developing Professional Standards. We have also sought feedback from our membership groups to test the efficacy of our statements with the whole sector.

I commend these updated Professional Standards to you and I am confident that they will engage and motivate both practitioners and their employers. Used thoughtfully, they will promote enquiry, innovation and a shared language for improvement.

This guidance, developed with the support of practitioners, will help teachers, trainers, managers and organisational leaders by illustrating how the Professional Standards can be applied in a range of Further Education and Training contexts.



Jenny Jarvis

CEO (Interim)

Education and Training Foundation

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1. The purpose of this guidance

The aim of this guidance is to provide further information on the 2022 updated Professional Standards for Teachers and Trainers so that practitioners can use them in their individual working contexts. Specifically, its aim is to support practitioners with understanding the intent of each Standard, offering clarity around its interpretation, and the evidence that could be used to demonstrate progress towards it.

This guidance is not exhaustive and will be added to as teachers and leaders begin to use these updated Standards in their practice. As they become more familiar, we will be publishing further case studies to support their adoption, contextualisation and impact across different settings.

Building on the 2014 Standards, the updated 20 statements represent the values, knowledge and skills that teachers and trainers from across the sector told us would help them work towards professional excellence in 2022 and beyond. In every aspect, they remain loyal to our core principle – to be designed by the sector, for the sector.

Q: What is the purpose of the Professional Standards?

A: The purpose of the Professional Standards is to support teachers and trainers to maintain and improve standards of teaching and learning, resulting in better outcomes for learners. For individuals and institutions, they are a national reference point for professional development.

Q: Who owns the Professional Standards?

A: The Professional Standards are owned by individuals who work in the sector. Their content and format are suggested by working practitioners. The ETF has responsibility for maintaining the Standards and for ensuring their currency, including publishing guidance on their use and interpretation.

Q: What are the main differences in the updated Professional Standards?

A: The changes made to the Professional Standards in 2022 reflect significant themes and issues driving public policy and education priorities. Practitioners told us that the sector had a responsibility to lead on sustainability issues and train people to make better decisions about the environment and use of resources. The extraordinary social change witnessed in the aftermath of the Covid-19 pandemic also raised the importance of learner wellbeing, digital literacy and cybersecurity, and a need to work more effectively with learners with diverse backgrounds and support needs. The updated Standards therefore recognise the increasingly vital role that teachers and trainers play in advising and developing learners, preparing them for employment, and providing them with opportunities for personal enrichment and autonomy.

Who is the guidance for?

This guidance is for teachers and trainers working in the following educational contexts in England:

- Further education colleges
- Voluntary and community sector organisations
- Commercial organisations and independent training providers
- Adult and community learning providers
- Teacher education providers
- Work based learning settings
- Specialist colleges and institutions
- Armed and uniformed services
- Prisons and offender learning institutions
- Other public sector organisations.



SECTOR VIEW

The new Professional Standards reflect the changes that have happened in the sector and the wider context over the last decade. They are key to ensuring professionalism and ongoing development for practitioners leading to an excellent learning experience for all learners and apprentices, whatever the setting."

Barbara Van Der Eecken, Director of Quality & Service Standards, Babington

Q: Are the updated Professional Standards relevant to the whole sector?

A: The review undertaken in 2021 ensured that all stakeholder views across the wider sector were represented. While teachers and trainers in the sector work across different learning contexts, the Professional Standards are for all educators that work with learners over the age of 14. Their construction reflected the views of the entire sector, from Sixth Form Colleges to Adult Community Providers to Prison Education.



SECTOR VIEW

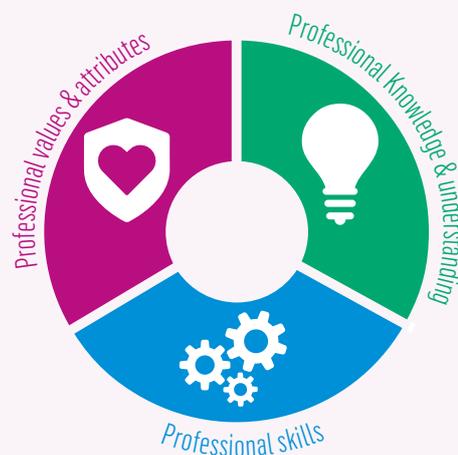
The revised Standards remind us that inclusion and learner empowerment is at the heart of what we do, defining the many different ways we do this."

Jamie Green, Head of Teaching Skills Academy, Abingdon & Witney College

2. Using the Professional Standards in the Further Education and Training sector

The Professional Standards are designed to be used by:

- teachers and trainers
- teacher trainers, learning coaches, advanced practitioners and those who are supporting the development of their teacher/trainer colleagues
- leaders and managers.



Teachers and trainers

The Professional Standards are aspirational statements – they promote opportunities to develop excellent teaching and learning. For both new and experienced teachers and trainers, the Standards can be used by individuals to reflect on their practice and guide decisions on what can be developed and improved. Teaching and training teams can use the Standards to self-assess their strengths and development needs, and to stimulate conversations on how best to support learners and raise standards across the curriculum. The Standards are also expected to promote new and innovative forms of knowledge-sharing so that good practice is disseminated across organisational boundaries.

As the updated Standards become embedded across the sector, we believe they will motivate practitioners to learn more about their subject and the craft of teaching. This is likely to include exploring opportunities for collaborative practice as well as inspiring wider planning, learning and career development discussions with coaches and managers.

Whatever experience a teacher or trainer may have, there is always something new to learn. Indeed, that is precisely what makes the profession so rewarding and engaging. Within constantly changing environments there are always new techniques to be mastered and new knowledge to be learned. Continuous professional development is an essential part of that process and the lifeblood of professionalism.



SECTOR VIEW

These updated Standards illustrate the evolving nature of teaching in the Further Education and Training sector and offer a timely opportunity to refocus on the emergent priorities of the educational environment following Covid-19. This current iteration will serve teaching professionals well and allow effective calibration of their actions and practices, to ensure a focus on relevant and pertinent aspects of delivering high quality, holistic education to post-16 students."

Richard Poole, Associate Head of Faculty, School of Education & Sociology, University of Portsmouth



CASE STUDY

Martine is a Professional Development Manager at the Guernsey Institute who introduced the 'One Thing' professional development cycle to stimulate innovation in teaching practice, encouraging teachers to pick 'one thing' to investigate over the academic year. Through supported discussions with advanced practitioners, teachers have used the Professional Standards as one way of benchmarking and critically reflecting on their practice, their strengths, interests and learning needs, which inform the design of their investigation. This has been very useful for staff with limited experience of teacher reflection. Teachers are always in control and drive the selection of their 'one thing', but they benefit from a collegial process of coaching and support to develop the project. A continuous process of reflection and review helps assess their project's progress, the outcomes of which are shared with colleagues and celebrated.

This case study illustrates application of Standards 1, 7 and 9.

Q: Is there only one way to meet the Standard?

A: In short, no! Teachers and trainers work in different settings and with different cohorts of learners, therefore how they work towards each Standard is likely to vary. Because of this, the evidence that teachers and trainers may use to demonstrate progress against each Standard is likely to reflect the personalised and unique contexts of their work. The Professional Standards encourage individuals to be flexible in how each Standard is interpreted to ensure it has meaning and relevance to them. It is incumbent on those who monitor teacher development to be similarly guided by the need for flexibility and open mindedness.



SECTOR VIEW

The language and the tone of the updated Professional Standards has helped refine and provide clarity of focus on the intentions of each individual Standard. The choice of words is more active in nature – reading them you get a positive sense of them being 'action-oriented'. For example, PS#5 – champion rather than promote, PS#7/8 – develop rather than maintain, and PS#15/16 – 'select and use' rather than promote. There are others throughout, and I think this really helps in terms of motivation and challenge."

Stuart Philip, Director of Teaching, Learning and Development, Highlands College

Q: How are the Standards relevant to different subject contexts?

A: The Professional Standards are not intended to be descriptions of specific job roles but have been developed to apply to all teachers and trainers. The Standards recognise that teachers and trainers will use pedagogical approaches that are appropriate to their field and learners. Whether this field is A-level Biology, or English for Speakers of Other Languages (ESOL), or Independent Living for learners with profound learning challenges, the Standards encourage a personalised reflection on the priorities and issues that each teacher and trainer faces in their unique context. In time, contextualised case studies may be developed to help teachers and trainers to apply the Standards across these different settings.

Q: What are the benefits of engaging with the Professional Standards?

A: The Professional Standards provide clear guidance on what constitutes excellence in teaching and learning. They provide a common vocabulary for discussing teaching and learning; they help practitioners reflect on existing practices to improve their impact with learners; and they can be a valuable focus for professional development planning. A Standards-based approach to teaching and learning is expected to be beneficial to learner outcomes, organisational development, and staff professionalism.

Teacher educators, learning coaches, mentors, advanced practitioners and those that support the development of colleagues

The Professional Standards can also be used in a number of different ways by teacher educators, learning coaches and other roles engaged in the support and development of individual teachers and trainers.

Q: How do the Professional Standards link to the new Occupational Standard for initial teacher education?

A: Between 2022 and 2023, initial teacher education (ITE) courses will be assessed against the revised Professional Standards. From 2023 onwards, this is expected to change, with ITE courses being assessed against a new Occupational Standard published by the Institute for Apprenticeships and Technical Education, enabling teachers and trainers to achieve a minimum level of competence through qualification. In turn, the Professional Standards will be aimed at teachers and trainers who have already gained their qualification. They extend the learning gained in ITE and focus on the individual's professional development needs. The Standards will show progression as a teacher's career develops, with higher expectations demanded from more experienced practitioners. This way, the Standards enable teachers and trainers to develop their full potential and work towards excellence.



SECTOR VIEW

Having a defined set of Standards that underpin and enable excellence in any profession is critical. The ETF's revised Professional Standards provide an essential toolkit for teachers in all settings, at all stages of their career and support truly effective, inspirational teaching and learning."

Helen Wood, Head of Staff Professional Development, The Loddon School

The Professional Standards provide a series of objectives and guidance for those new to roles within the sector, as well as a basis for identifying aspirational development targets for experienced staff. They can also be used as the basis for developmental discussions that follow from observing teaching practice.



CASE STUDY

Dan is a programme lead for teacher training in a university education department and uses the Professional Standards to develop showcase events for his trainees. These events consist of sessions explicitly constructed and signposted around specific Standards, for example, 'Promoting ESD in the FE Classroom' (Standard 2), 'Mayer's Multimedia Principles in Digital Learning' (Standard 16) and 'Feedback - Making it Meaningful and Impactful' (Standard 19). Both trainers and attendees know that sessions are specifically targeted at aspects of practice that research and experience has shown to have a significant impact on learner achievement.

Case study illustrating application of Standards 2, 16 and 19.



SECTOR VIEW

I love that the updated Professional Standards are more holistic in developing teachers and trainers. Their language reflects the intention to help educators maintain and amplify their professionalism. Importantly, they emphasise the development of the learner as 'a whole person' and encourage staff to see themselves as part of a supportive professional community where they can share, question and self-improve."

Joyce Chen, Teacher Trainer, College of West Anglia

Q: Are these Standards expected to measure someone's capability to teach?

A: The Professional Standards are aspirational and set out guidance on what constitutes excellent teaching and learning practices. They are designed to support professional development decisions. As such, there is no duration specifying when individuals must achieve these Standards. Realistically, full mastery is likely to take many years and any one individual is likely to have a 'spikey profile' of strengths and development needs. The framework is therefore unsuitable as a checklist for measuring a teacher's or trainer's performance, but it can be a powerful tool for encouraging individual reflection and career planning.

Leaders and managers

Further Education and Training employers will be committed to developing whole-organisation approaches to maintaining and improving the quality of their teaching and learning in order to raise learner attainment at all levels. The updated Professional Standards can provide the catalyst for this ambition. Crucial to their use and internalisation will be a need for managers to identify when, where and how the Standards can be used to support the skills, innovation and confidence of teachers and trainers in their organisations. Part of this challenge will be for managers to develop a shared understanding of what the Standards mean with their staff. This will involve individual and collaborative forms of professional development which can motivate, excite, challenge, increase capability and sustain improvement. Governors will also need to be aware of how the updated Standards can propel organisational development.



SECTOR VIEW

The development of a consistent set of Professional Standards for all practitioners in FE is a hugely welcome development. We have learnt from the many best practices which are already in place and created a common framework for all which will underpin quality and encourage excellence."

Ruth Spellman, Former CEO, Workers' Educational Association

The Professional Standards can be used strategically to develop policies and procedures. For example, they may inform:

- strategies to improve the quality of teaching and learning, and initial teacher education across the organisation
- induction and mentoring systems
- professional development processes and planning
- the recruitment of staff, for example informing the development of job descriptions and person specifications
- whole-organisation approaches to training needs analysis
- agendas for teaching circles, quality forums and networks where the aim is to facilitate professional dialogue and exchange.



SECTOR VIEW

As a former college leader, I know the value of professional standards and I welcome these revisions. The updated Professional Standards provide an up-to-date description of what good professional practice looks like, built on high aspirations and strong values. They acknowledge that being a good teacher is not a static state which can be captured by ticking boxes on a checklist. They identify areas for continuing reflection, growth and professional learning, including being research-aware. These descriptors do justice to the dynamic process of professional questioning and inquiry which is such an important part of a teacher's lifelong development."

Eddie Playfair, Senior Policy Manager, Association of Colleges

Q: How will Ofsted use the updated Professional Standards?

A: There is no statutory or regulatory compulsion around the need to respond to the ETF's Professional Standards. The sector's deregulated context, however, means that the Professional Standards are a convergence point around what constitutes excellence in teaching and learning which can guide and inspire professionalism and professional improvement. The updated Standards have considered Ofsted's criteria for outstanding practice in teaching and learning and can be a mechanism to enhance personal development and organisational performance. Ofsted is conversant with the Standards and will see the benefit these bring to improving teaching and learning.



CASE STUDY

Jacqui is a Head of Teaching and Learning Standards at a General Further Education College who completed her Advanced Teacher Status (ATS) programme with the ETF. ATS encourages experienced teachers to review their practice through the lens of the Professional Standards to assess areas of practice which the teacher wants to improve in order to increase their impact with learners. One of Jacqui's targets was to engage more with evidence-based research, which prompted her to read more deeply around reflection and pedagogy. From here, she developed a research project to investigate the use of video observation and reflective conversations as a means of supporting teachers to lead on their own development. So successful has this project been, both in terms of staff feedback and the sense of empowerment it instilled, it has been rolled out to the whole college to support professional development.

Case study illustrating application of Standards 1 and 7.

Q: Should the Standards be used to observe and grade teachers?

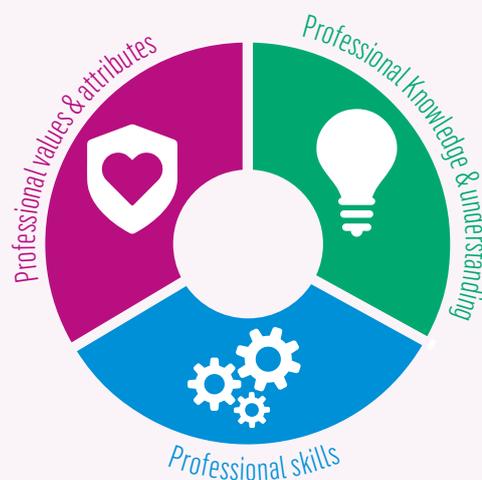
A: The updated Professional Standards do not lend themselves to observational approaches that grade individual teachers. Instead, their strength is in their use as a stimulus for discussing and signposting professional development needs, at individual or team level. The foundation of the Standards is the desire to support practitioners to achieve excellence and a need for individuals to have ownership of their development.

Q: How do these updated Professional Standards map to other frameworks used in the Further Education and Training sector?

A: The updated Standards draw on Ofsted's Education Inspection Framework, the Gatsby benchmarks for effective careers guidance and the Matrix Quality Standard for their relevance. They also establish continuity with the new Occupational Standard for initial teacher education to enable trainees to transition smoothly into the next stage of their career. To support career progression, the Standards provide a scaffolded approach for teachers to move into leadership and coaching positions. This move will be supported by the ETF's new Leadership Standards which will underpin the development of aspiring, middle and senior leadership roles.

3. Further guidance on the updated Professional Standards

The examples below are designed to provide you with ideas about how you might interpret the Professional Standards in your working context. This is not an exhaustive list, and you are encouraged to consider other ideas that are applicable to your own context.



Professional Values and Attributes



1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.

Means, for example...

- developing and refining your judgement about what works in different learning contexts
- questioning your own values, beliefs and assumptions about effective teaching, learning and assessment
- understanding your learners' needs, the context in which they are studying, and the factors affecting their learning and achievement
- evaluating and improving your impact on learner outcomes
- engaging learners in conversations about what works and what doesn't work
- discussing ineffective practices with colleagues
- managing your own wellbeing and minimising the impact of unhealthy working practices on your performance.

2. Promote and embed education for sustainable development (ESD) across learning and working practices.

Means, for example...

- understanding how core sustainability concepts relate to your subject specialism and/or vocational area
- embedding ESD into curriculum design, delivery and assessment
- creating an environment where learners consider and/or implement sustainable decisions and practices

- modelling sustainable practices at work and in the classroom
- compiling, creating and/or sharing resources that promote learners' understanding of ESD
- using ESD examples to build learners' skills in other areas (for example, mathematics, English, enrichment, projects, and so on)
- collaborating with others to develop learners' ESD knowledge, skills and behaviours
- participating in and promoting whole-organisational approaches to ESD
- explaining the value of ESD to others.

3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.

Means, for example...

- being passionate about learning and your subject discipline
- conveying this passion to learners, colleagues and other stakeholders
- setting high expectations so that all learners feel they can excel
- using clear, motivational language
- adapting your communication to suit different learners and learning contexts
- valuing learners as partners
- engaging learners in purposeful discussions about their progress and future
- ensuring learners are at the centre of decision-making.

4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.

Means, for example...

- valuing learners as individuals
- exploring the profile of your students to establish their current confidence levels and the factors that support or challenge this
- being clear about the role that self-efficacy and self-belief play in a learner's success
- developing a learning environment that values and promotes self-direction and independent learning
- encouraging learners to explore the options and consequences of taking different decisions
- encouraging learners to participate, ask questions and see mistakes as an essential part of the learning process
- encouraging learners to evaluate their learning and think critically
- using diagnostic data and other forms of initial assessment to determine learners' current attainment and skills levels and using these to develop learning goals and plans that facilitate progress.

5. Value and champion diversity, equality of opportunity, inclusion and social equity.

Means, for example...

- encouraging learners to gain an understanding of how diversity brings extensive added value to the teaching and learning process
- highlighting different ways of interpreting, discussing and approaching controversial issues, and the role people's beliefs play in this
- treating all learners and colleagues equally and fairly without directly or indirectly excluding anyone

- giving learners a voice and being responsive to this
- challenging stereotypes, biases and other forms of prejudice
- actively seeking ways to include all learners in learning activities and removing barriers that inhibit learning and participation
- using data to examine, monitor and reduce attainment gaps between different learner groups

6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.

Means, for example...

- championing the benefits of teamwork and creating opportunities for collaboration
- recognising the value of other people's ideas and contributions
- providing advice and/or support to others
- developing and maintaining positive relationships with learners, colleagues and external stakeholders with shared/different characteristics
- removing barriers that keep people from working together effectively
- being honest and respectful in your interactions/correspondence with others
- managing and resolving conflict successfully.

7. Engage with and promote a culture of continuous learning and quality improvement.

Means, for example...

- taking ownership of your professional development and proactively seeking opportunities to update/improve your knowledge and skills
- adopting rigorous processes of self-assessment and quality assurance to maintain high standards of teaching and learning
- implementing plans to improve the learner experience
- working with learners, colleagues and external partners to improve and develop the organisation in which you work – its systems, structures and policies
- presenting, leading or organising professional development activities for other colleagues.

Professional Knowledge and Understanding



8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.

Means, for example...

- constantly updating your subject/vocational knowledge and skills so that learners benefit from your currency and relevance
- collaborating with employers and external partners to ensure subject and/or technical knowledge is consistent with industry requirements
- consulting the latest research on how to teach your subject
- liaising with subject matter experts
- holding a professional membership with a relevant subject/occupational body and engaging in professional development
- discussing subject pedagogy with learners and/or colleagues and using their feedback to refine your approach
- working with other colleagues to support their subject development
- using labour market data to make informed decisions about learning/curriculum for the local community.

9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.

Means, for example...

- reading professional literature, regularly reviewing professional websites, blogs, and so on
- reflecting on the latest educational theories and research with colleagues and discussing how these may be relevant to your teaching context
- undertaking classroom experiments and action research to test and improve teaching and learning approaches
- collaborating with and/or supporting others to develop evidence-informed practice
- liaising with awarding organisations to ensure you are adopting the most recent advice on assessment, standardisation and/or examination requirements, and interpreting these consistently in line with expectations.

10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.

Means, for example...

- working with colleagues to update, develop and improve some aspect of practice
- attending subject and/or teaching networks
- participating in a collaborative project with external colleagues which develops practice in a positive direction
- presenting at a conference or professional network

- carrying out action research or project where the focus is on exploring and reflecting on practice to increase its impact
- contributing to organisational committees or policy groups with responsibility for improving teaching and learning.

11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.

Means, for example...

- holding regular conversations with learners (and their families/carers where appropriate) to inform, adapt and improve your teaching
- keeping up to date with academic and scientific developments on how learners learn and how learning differences are best supported
- liaising with internal and external support teams for specialist advice/input, using this to improve the learner experience
- understanding and applying appropriate equality legislation (including specific SEND legislation), policies and/or codes of practice
- creating personalised learning plans that improve the learner's chances of making progress and being successful.

12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

Means, for example...

- being fully aware of the requirements of your role and responsibilities
- understanding fully your obligations towards safeguarding and what to do in the case of an emergency
- being fully aware of, planning for, and implementing required health and safety procedures
- ensuring your learners and colleagues have access to equal opportunities and are not subject to discrimination
- keeping up to date with organisational policies and rules
- keeping up to date with changes in legislation and regulatory frameworks that govern your practice
- keeping up to date with relevant curriculum, assessment and examination arrangements
- responding effectively to changes in policy and practice
- accessing expert advice from colleagues or third parties
- being aware of how your actions can influence people's perception of you, your role and your professionalism
- defining and maintaining appropriate boundaries with learners.

Professional Skills



13. Promote and support positive learner behaviour, attitudes and wellbeing.

Means, for example...

- critically reflecting on the drivers that contribute to poor behaviour and wellbeing
- designing and evaluating the curriculum so that it recognises the potential challenges to learners' physical and mental health
- regularly discussing wellbeing with learners
- experimenting with different teaching approaches to improve learner behaviour, attitudes and wellbeing
- taking advice from colleagues and putting this into action
- adopting suitable behaviours to act as an exemplary role model to learners
- cultivating a growth mindset in learners
- developing learners' resilience.

14. Apply motivational, coaching and skill-development strategies to help learners progress and achieve.

Means, for example...

- identifying the strengths and weaknesses of individual learners and working to deepen the former while ameliorating the latter
- using effective non-verbal communication to enthuse learners
- developing your repertoire of motivational techniques and making judgements about when to deploy them
- using one-to-one coaching and skill-building approaches to set challenging goals, extend learners' skills and deepen their motivation
- supporting learners to set, monitor and evaluate their own goals
- using forms of peer-to-peer learning.

15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.

Means, for example...

- recognising that your learners have different experiences, abilities and needs
- encouraging all learners to meet and exceed their expectations
- designing and sequencing the curriculum so that it develops the knowledge, skills and attitudes demanded of learners
- adopting approaches that maximise learner participation
- promoting equality and diversity in your teaching and learning in order to create a positive and inclusive learning environment
- ensuring at all times that the learning environment is safe, and that potential hazards are identified quickly and addressed
- managing learner workloads, assessments and home study so that they are relevant, realistic and achievable.

16. Select and use digital technologies safely and effectively to promote learning.

Means, for example...

- keeping abreast of changes in digital technologies and how they can support teaching, learning and assessment
- promoting to learners the value of using digital technologies to support their learning
- evaluating the benefits/challenges of deploying specific digital technologies to achieve learner goals
- using digital technologies to inform, collaborate in and/or assess learning
- evidencing the use of digital technologies in curriculum planning
- creating digital learning resources
- ensuring learning tools and digital resources meet accessibility needs and guidance
- adopting a rigorous approach to cybersecurity, online safety and confidentiality in the management of digital technologies and data.

17. Develop learners' mathematics, English, digital and wider employability skills.

Means, for example...

- identifying the needs of individual learners in mathematics and English and finding opportunities to develop these skills in motivating and relevant ways
- developing your own mathematics and English skills to ensure you have the confidence to support your learners to improve these skills
- planning opportunities to develop and nurture learners' digital skills, as well as investing in your own digital skills to support learners appropriately
- supporting learners with the development of employability skills such as self-organisation, time management and problem-solving, and showing how these are important to learners' success and the world of work
- being familiar with the changing skillsets demanded by employers so that you can advise learners accordingly.

18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.

Means, for example...

- encouraging all learners to take an active role in decisions that affect their learning and progression
- giving learners access to accurate and timely information, advice and guidance so they can make informed choices about their learning and progression
- helping learners access relevant careers services
- encouraging learners to self-appraise in realistic ways so that they have a good understanding of where they are and what they need to do to achieve a desired progression route
- setting/negotiating attainable personal goals that are consistent with learners' progression needs and choices.

19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.

Means, for example...

- understanding the advantages and disadvantages of different assessment methods and their application to specific learner contexts
- ensuring that all learners have regular, constructive feedback from you
- understanding the social, theoretical and practical issues that contribute to high-performing and under-performing learners
- tracking assessment and progress data for the purposes of informing, developing and improving teaching practices.

20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

Means, for example...

- organising work placements for learners
- liaising/collaborating with employers and/or other organisations to develop enrichment experiences and/or progression opportunities
- organising trips, excursions and guest speakers to enrich the learner experience
- producing resources that support enrichment/work placement experiences
- being fully aware of organisational events and activities that augment the learners' studies and help them develop desirable skills and contacts

Professional Standards

for Teachers and Trainers in the Further Education and Training Sector

Professional Values and Attributes

Develop your own judgment of what works and does not work in your teaching and training.



1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7. Engage with and promote a culture of continuous learning and quality improvement.

Professional Knowledge and Understanding

Develop deep and critically informed knowledge and understanding in theory and practice.



8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

Professional Skills

Develop your expertise and skills to ensure the best outcomes for learners.



13. Promote and support positive learner behaviour, attitudes and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' mathematics, English, digital and wider employability skills.
18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

OUR PARTNERS



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Charity number: 1153859