

A close-up photograph of a person wearing a patterned jacket and a black wristband, writing in a spiral notebook. The person is also wearing a gold ring and a black watch. The background is blurred, showing other people and what appears to be a conference or meeting setting.

Utilising the Professional Standards

Andrew Dowell

Head of Professional Status and Standards

professionalstandards@etfoundation.co.uk

The Education and Training Foundation

We support teachers and leaders across the Further Education and Training sector to help them achieve their professional development goals for the benefit of learners and employers across England.

In doing so, we help to transform the lives of individuals and communities across the country, unleashing potential and benefitting the economy.

The ETF has a strong relationship with the Department for Education, which funds many of the programmes the ETF delivers.

The ETF also has a membership body: **The Society for Education and Training (SET)**, which currently has 22,000+ members



Agenda

- 01 Introducing the Professional Standards**
- 02 Refreshing the Teaching Standards**
- 03 The teacher/trainer**
- 04 The leader**
- 05 Applying the Standards – individuals**
- 06 Applying the Standards – organisations**
- 07 How can ETF support you?**

01

**Introducing the
Professional Standards**

The Past: Setting the Context

2022

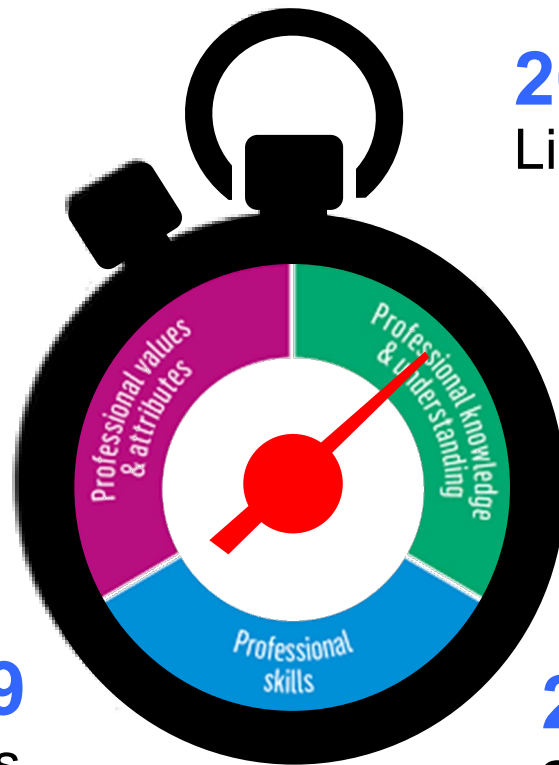
Updated Teaching standards
New Leadership standards

2021

Review commenced

2019

Teaching Standards
Survey



2012

Lingfield Commission

2013

ETF created

2014

Professional Standards
- Teachers launched

2015

SET created

Purpose

The purpose of the Professional Standards is to **support teachers/trainers and Leaders to maintain and improve standards of teaching and learning, resulting in better outcomes for students.**



PROFESSIONAL VALUES & ATTRIBUTES

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

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
2. Evaluate and challenge your practice, values and beliefs.
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.
4. Be creative and innovative in selecting and adapting strategies to help learners to learn.
5. Value and promote social and cultural diversity, equality of opportunity and inclusion.
6. Build positive and collaborative relationships with colleagues and learners.

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

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

7. Maintain and update knowledge of your subject and/or vocational area.
8. Maintain and update your knowledge of educational research to develop evidence-based practice.
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
10. Evaluate your practice with others and assess its impact on learning.
11. Manage and promote positive learner behaviour.
12. Understand the teaching and professional role and your responsibilities.

PROFESSIONAL SKILLS

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

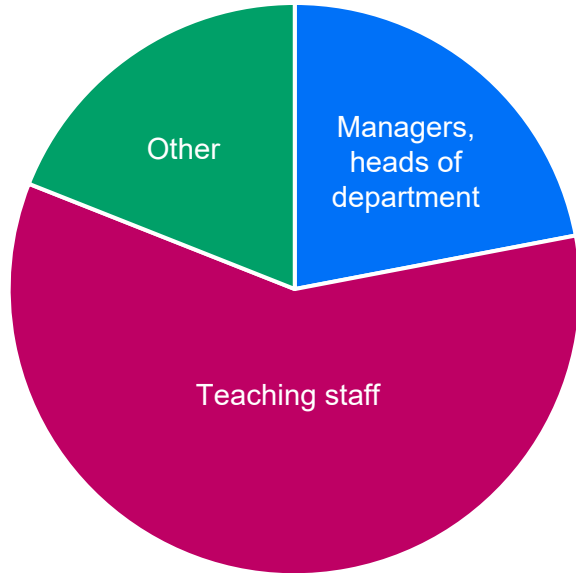
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression.
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.
15. Promote the benefits of technology and support learners in its use.
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.
20. Contribute to organisational development and quality improvement through collaboration with others.

2014 ETF Professional Standards – Teachers

<https://www.et-foundation.co.uk/professional-standards/>

Uptake

Individuals who use the Professional Standards
- Teachers



2019 survey of those who used the Standards

Three quarters (**73%**) of the individuals that took part in the online survey had used the Professional Standards, of which:

- **59%** were teaching staff
- **22%** were managers, heads of department or curriculum

Nine in 10 (**87%**) said they had made a positive difference to their professional practice

02

**Refreshing the
Teaching Standards**

An Inclusive Methodology



2021-2022



Partners



DfE



AoC



AELP



HOLEX



UCU



SFCA



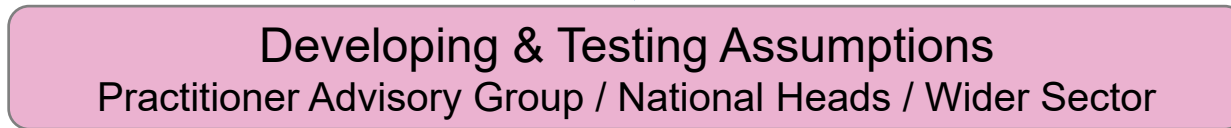
OFQUAL



2021



2022



Drivers



- Sustainability agenda, climate change and biodiversity
- Changes in expectations around gender, sexuality, racism, mental health and wellbeing



- Supporting industry to address the impact of the Covid-19 pandemic on jobs and livelihoods
- Revolution in online working and learning practices following the pandemic



- The need to attract, motivate and retain an effective and highly committed FE and Training sector workforce

03

**Updated Teacher
Standards**

Same structure

20 statements in 3 domains

3 new standards

5 major revisions

2 further amendments

2 relocations

The Professional Standards are split into three domains of Practice;

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



Professional Values and Attributes

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



Professional Knowledge and Understanding

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



Professional Skills

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

Sector feedback

“

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 excellent learning experience for all learners and apprentices, whatever the setting.”

BARBARA VAN DER EECKEN, DIRECTOR OF QUALITY & SERVICE
STANDARDS, BABINGTON



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.

Professional Values & Attributes

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

1. **Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.** *Major revision*
2. **Promote and embed education for sustainable development (ESD) across learning and working practices.** *New Standard*
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.** *Major revision*
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.** *New location for Standard*

The revised framework now has seven Professional values that we are asking teachers and trainers to commit to.

Standard 1 re-affirms the link between reflection and its impact on learner outcomes.

Standard 2 on sustainability is new and reflects a growing consensus that the Further Education and Training sector is best placed to lead on sustainability.

Standards 3, 5 and 6 continue to affirm the need for high learner expectations, the diversity of the sector and the value of respectful relationships.

Standard 4 recognises the importance of helping learners to become confident, independent, critical thinkers who feel empowered by their learning.

Standard 7 on learning and improvement, also became a core value which the sector consultation said underpinned excellent practice.

<https://www.et-foundation.co.uk/professional-standards/>

Professional Knowledge & 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.** *Important emphasis*
10. **Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.** *New Standard*
11. **Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.** *New Standard*
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

This section has five standards that highlight the importance of subject knowledge, teaching expertise, knowledge-sharing, supporting learners with educational difficulties, and professional responsibilities. Two of these are completely new.

Standard 10 encourages teachers and trainers to share effective practice.

Standard 11 recognises the growing importance of neurodiversity and the need to support vulnerable learners.

Together, these five standards reinforce the dual professionalism of teachers and trainers as subject and pedagogic experts, and the need to engage with research, employers and specialist communities of practice.

<https://www.et-foundation.co.uk/professional-standards/>

Professional Skills

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

13. **Promote and support positive learner behaviour, attitudes and wellbeing.** *New location for Standard*
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.** *Major revision*
17. **Develop learners' mathematics, English, digital and wider employability skills.** *Important additions*
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.** *Major revision*
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.** *Major revision*

As in 2014, standards 13 to 20 are about Professional Skills. These have a focus on supporting teachers and trainers to master planning, motivation, coaching and assessment strategies that enable learners to make excellent progress.

Standard 13 has been relocated from the Knowledge and Understanding section and is expanded to include learner attitudes and wellbeing.

Standard 16 has been revitalised to underscore the importance of teachers and trainers making safe and effective decisions about the use of digital technology.

Standard 17 reinforces the need for learners to become digitally aware and competent, as well as confident in mathematics and English.

There is also a new emphasis on the role of effective advice and guidance in **Standard 18** and the importance of learner enrichment in **Standard 20**, strengthening the teacher and trainer's obligations towards learners' work readiness and future progression.

Sector feedback



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



03

**The teacher/trainer
career journey**

Three career stages

Stage 1. I do... Early career teacher

Stage 2. I share... Experienced teacher

Stage 3. I influence... Advanced teacher



Three stages of a teacher's career

For simplicity, the ETF recognises three different career stages for teachers:



Early career

A status representing first three years of a new career in teaching.



Experienced

A status covering the next few years in a career, when expertise is developing.



Advanced

A status that reflects a teacher's considerable mastery of knowledge and skills.

Teacher Career Stages

Using the Professional Standards

Professional Standards for Teachers and Trainers in the Further Education and Training Sector

The Professional Standards for Teachers and Trainers have become an essential tool in informing and supporting teachers' and trainers' continuing professional development. This document summarises how each of the Professional Standards, updated for 2022, can relate to each stage in your teaching career

Professional Values and Attributes



Early Career Teachers

1. Reflect on your teaching and evaluate its impact on your learners, determining which practices, values and beliefs improve outcomes, and which need changing.
2. Understand the value of educational for sustainable development (ESD) and communicate its importance to your learners, inside and outside the classroom.
3. Set high expectations for your learners, using communication that inspires their curiosity and is adapted to meet different individuals' needs and contexts.
4. Use knowledge of your learners' needs and starting points to develop their confidence and support their progress as critical thinkers and independent learners.
5. Demonstrate an understanding of diversity, equality of opportunity, inclusion and social equity and apply this to your practice, working with learners to identify and remove barriers to learning.
6. Build positive relationships with learners and other professionals based on mutual respect and identify key networks that can support you.
7. Identify and engage with opportunities to develop yourself and your practice, whilst applying your organisation's quality assurance policies effectively.

Experienced Teachers

1. Critically reflect on and evaluate the impact of your educational practices, values and beliefs on learners, using the feedback of others to test new ideas and set appropriate targets for improvement.
2. Model sustainable practices at work and collaborate with others to develop and embed ESD approaches that build learners' sustainability knowledge, skills and behaviours.
3. Critically reflect on your approaches to motivating and inspiring learners and share these insights with colleagues.
4. Develop learners' confidence, autonomy and critical thinking skills by consistently involving them in decisions about the pace, approach and difficulty of sessions and by using the results of assessments to plan future progress.
5. Promote and embed the importance of diversity, equality of opportunity, inclusion and social equity in your practice and share these insights with others to improve understanding.
6. Collaborate with learners and other professionals in a range of settings to create opportunities for developing and improving the learner experience.
7. Engage with colleagues, learners and relevant stakeholders to develop and share your knowledge of effective teaching and quality improvement practices.

Advanced Teachers

1. Support colleagues to critically reflect on the impact of their educational practices, values and beliefs, drawing upon personal examples and external evidence to drive improvements in learner outcomes.
2. Champion a whole-organisation approach to ESD with peers and external partners by helping them promote, research and embed good ESD practice.
3. Role model inspirational approaches to teaching and learning that have a demonstrated positive impact on learners' motivation and aspirations.
4. Promote innovative and high-impact approaches to improving learners' confidence, autonomy and critical thinking skills.
5. Champion organisational initiatives that support effective practice in diversity, equality of opportunity, inclusion and social equity.
6. Lead on collaborative projects with colleagues, learners and/or external partners that deliver high stakeholder confidence and improvements to the learner experience.
7. Create innovative learning opportunities for colleagues to develop their expertise, effectiveness and knowledge of quality improvement.

Professional Standards for Teachers and Trainers Early Career Teachers

The Professional Standards for Teachers and Trainers have become an essential tool in informing and supporting teachers' and trainers' continuing professional development. This document summarises how each of the Professional Standards, updated for 2022, can relate to teachers in their early career.

EDUCATION & TRAINING
FOUNDATION

Professional Values and Attributes



1. Reflect on your teaching and evaluate its impact on your learners, determining which practices, values and beliefs improve outcomes, and which need changing.
2. Understand the value of educational for sustainable development (ESD) and communicate its importance

Professional Knowledge and Understanding



8. Keep your subject knowledge up-to-date to ensure your learners develop relevant understanding and skills to help them progress.
9. Review sources of educational research to reflect on and inform your knowledge of what works in your teaching.

Professional Skills



13. Agree and model clear expectations for learning and behaviour with your learners, and take positive steps to support their wellbeing, drawing on appropriate guidance.
14. Use motivation strategies to keep learners engaged and focused on developing on the right skills and

Sector feedback



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



04

**NEW Leadership
Standards**

Professional Standards for Leaders



Released in September 2022, the Professional Standards for Leaders in the Further Education (FE) and Training sector have been developed to provide guidance for leaders and their organisations about professional expectations of leadership roles and to help identify where relevant high-quality training is needed to support future and existing leaders

et-foundation.co.uk/professional-standards/leaders/

The Professional Standards for Leaders uses a similar structure to the Professional Standards for Teachers and Trainers in order to highlight the synergies and distinctions between the roles.



04

**The Leadership career
journey**

Career Stages



Aspiring Leaders



Middle Leaders



Senior Leaders



CEOs/Principals

Professional Standards for Leadership in the Further Education and Training Sector

Professional Values and Attributes



Professional Standards for Further Education Aspiring Leaders

1. Be reflective on your approach to mentoring others with consideration to ethical leadership.
2. Role model inspirational teaching that has a positive impact on learners.
3. Be solution focused and innovative in the delivery of a high-quality learning environment.
4. Promote a safe, inclusive and socially aware working and learning environment.
5. Build positive and strong working relationships with colleagues, learners and employers.

Professional Knowledge and Understanding



6. Update your knowledge of effective contemporary educational pedagogy.
7. Develop your knowledge of effective financial and management practice.
8. Develop your knowledge of your organisation's governance structure and strategy and consider how you can contribute to it.
9. Become familiar with local and national policies and how they influence decision-making.
10. Understand the responsibilities of those you mentor and how best to support them.

Professional Skills



11. Motivate and support mentees and learners to create a high-quality learning environment.
12. Support the development of curriculum that meets learner and employer needs, being mindful of local and national initiatives.
13. Support the implementation of required methods of quality assurance.
14. Provide expert guidance on the performance and development needs of each individual you mentor.
15. Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders.
16. Consistently demonstrate emotional maturity and resilience in undertaking your responsibilities.
17. Manage your time effectively to complete your work to a high standard within given time frames.
18. Present information clearly and professionally to a range of internal and external stakeholders.
19. Manage and role model an effective work life balance.

Professional Standards for Further Education Middle Leaders

1. Be reflective on your management practice with consideration of the impact on others and yourself.
2. Motivate and lead teams fostering strong working relationships.
3. Be an advocate of inspirational teaching which has a positive impact on learners.
4. Be forward thinking and innovative in adopting strategies to facilitate the delivery of a high-quality learning environment.
5. Champion safe, inclusive and socially aware working and learning environments.
6. Build positive and collaborative relationships with internal and external stakeholders.

7. Maintain and update your knowledge of effective contemporary educational pedagogy.
8. Maintain and update your knowledge of effective management practice to develop research informed practice.
9. Maintain and update your knowledge of organisational governance and strategy, translating it into an educationally sustainable operational plan.
10. Be abreast of local and national policies to enable proactive response to change.
11. Understand the key factors required to run your area effectively with consideration to quality, financial viability and legislative compliance.
12. Understand the responsibilities of those you line manage and how best to support them.

13. Motivate, inspire and support staff to achieve a high-quality learning environment which has a positive impact on learners.
14. Develop curriculum that meets learner and employer needs, being mindful of local and national initiatives.
15. Apply required methods of quality assurance and provide constructive and timely feedback to appropriate stakeholders.
16. Facilitate the performance and development needs of each individual in the teams you manage.
17. Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders.
18. Consistently demonstrate emotional maturity and resilience in undertaking the responsibilities of the role.
19. Apply clear and fair judgement in your decision-making process.
20. Critically analyse data with consideration to your area's contribution to organisational performance.
21. Present information clearly and professionally to a range of internal and external stakeholders.
22. Manage and role model an effective work life balance.

Professional Standards for Further Education Senior Leaders

1. Reflect on your leadership style with consideration of the impact on others and yourself.
2. Exhibit values which inspire teams and facilitate a positive working culture within your organisation.
3. Enable inspirational teaching that has a positive impact on learners.
4. Be forward thinking and innovative in developing and agreeing organisational strategies with a focus on being a sustainable organisation that provides a high-quality learning environment.
5. Facilitate safe, inclusive and socially aware working and learning environments.
6. Build positive and collaborative relationships with colleagues, external stakeholders and learners.

7. Maintain and update your knowledge of effective contemporary educational pedagogy, policy and expectations of the sector.
8. Maintain and update your knowledge of effective organisational governance and strategic leadership to develop research-informed practice.
9. Be up to date with, and where possible influence, local and national policies to enable a proactive response to change.
10. Understand the key factors required to run your organisation effectively with regard to quality, financial viability, legislative compliance and ethical considerations.
11. Understand the responsibilities of wider cross-organisational roles as well as those you line manage and how best to support and lead them.
12. Understand the most effective approaches in cultivating an ethical leadership culture within your organisation.

13. Motivate, inspire and support staff to achieve organisational goals.
14. Lead a curriculum offer which meets the needs of all stakeholders, proactively engaging in local and national initiatives.
15. Design required methods of quality assurance ensuring those who implement it provide constructive and timely feedback to appropriate stakeholders.
16. Develop and/or support clear strategies to enhance the performance and development opportunities of all staff within the organisation.
17. Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders.
18. Consistently demonstrate emotional maturity and resilience in undertaking the responsibilities of the role.
19. Apply clear and fair judgement in your decision-making process.
20. Critically analyse organisational performance data.
21. Manage and role model an effective work life balance.
22. Facilitate leadership succession planning through effective talent management.

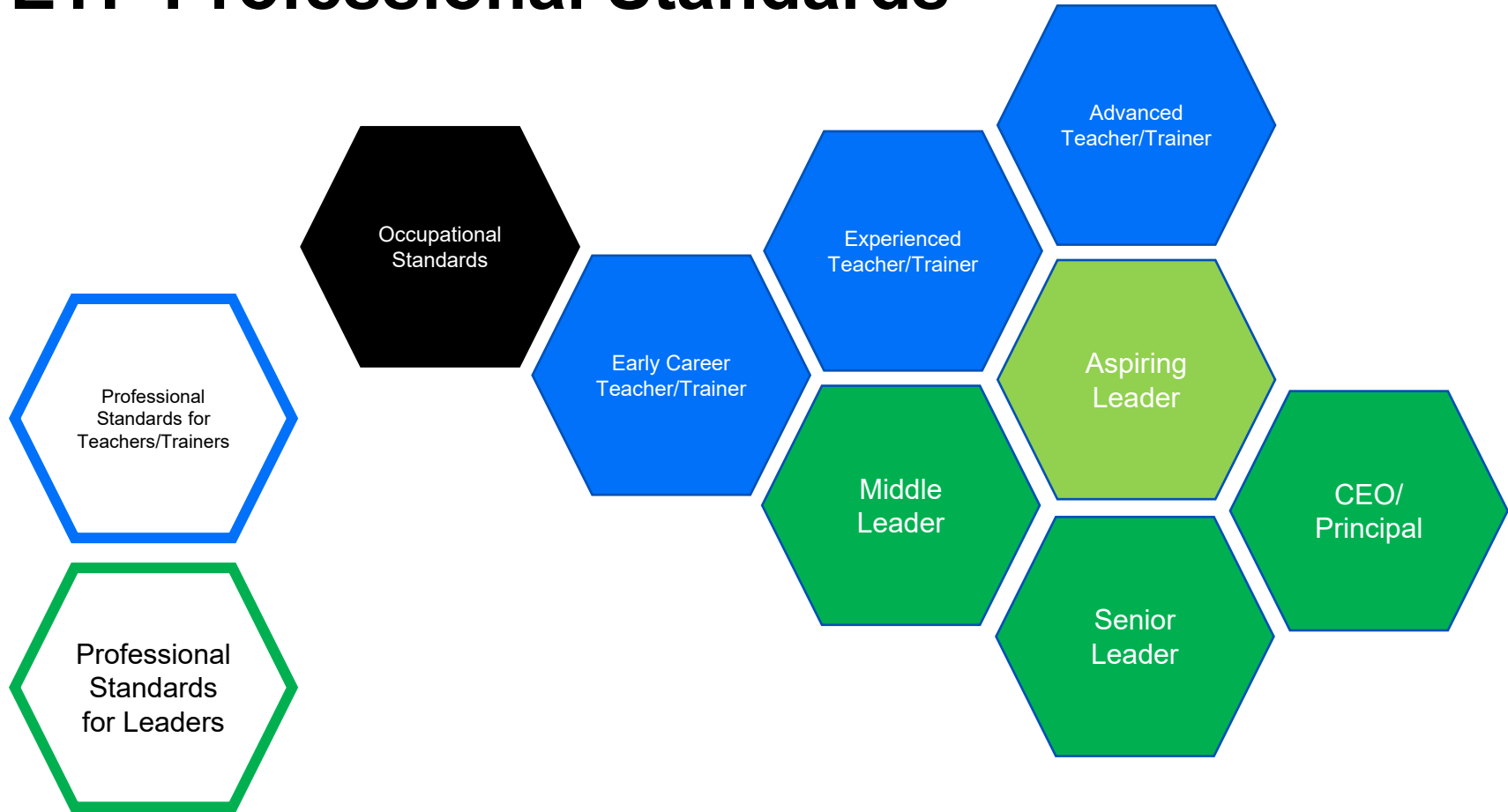
Professional Standards for CEOs/Principals

1. Reflect on your leadership style and that of the senior leadership team with consideration of the impact on the organisation and its staff.
2. Exhibit values and behaviours which inspire and facilitate a positive working culture across the organisation.
3. Lead the creation of a working environment that fosters inspirational teaching and learning that has a positive impact on learners.
4. Develop a clear mission, vision and purpose that informs strategic plans which enable a sustainable organisation that provides a high-quality learning environment.
5. Be proactive in cultivating a safe, inclusive and socially aware organisational culture.
6. Build high-quality, positive and collaborative relationships with colleagues, external stakeholders and learners, ensuring the organisation meets the needs of the people, organisations and communities it works with.

7. Maintain and update your knowledge of effective contemporary educational pedagogy, policy and expectations of the sector.
8. Maintain and update your knowledge of effective organisational governance, strategic and people leadership to develop research-informed practice.
9. Proactively engage with local and national policies to enable an entrepreneurial and positive response to change.
10. Have a detailed understanding of the key factors required to run your organisation effectively with regard to quality, financial viability, legislative compliance and ethical considerations.
11. Understand the responsibilities of roles at all levels across the organisation and be considerate to how the CEO and senior leadership team can best to support and lead them.
12. Understand the most effective approaches in cultivating an ethical leadership culture within your organisation.

13. Motivate, inspire and support all staff to achieve organisational goals and strategy.
14. Consistently demonstrate strategic organisational leadership and governance which meet the needs of all stakeholders, proactively engaging in local and national initiatives.
15. Critically evaluate organisational policies considerate of the contemporary needs of the organisation, its stakeholders and the further education sector.
16. Develop and/or support clear strategies to enhance the performance and development opportunities of all staff within the organisation.
17. Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders.
18. Consistently demonstrate emotional maturity and resilience in undertaking the responsibilities of the role.
19. Apply clear and fair judgement in your decision-making process.
20. Critically analyse, reflect and respond to organisational performance data ensuring the effective operation of the organisation.
21. Manage and role model an effective work life balance.
22. Facilitate leadership succession planning through effective talent management.
23. Act as a positive ambassador for the organisation, the FE sector and its stakeholders.

ETF Professional Standards



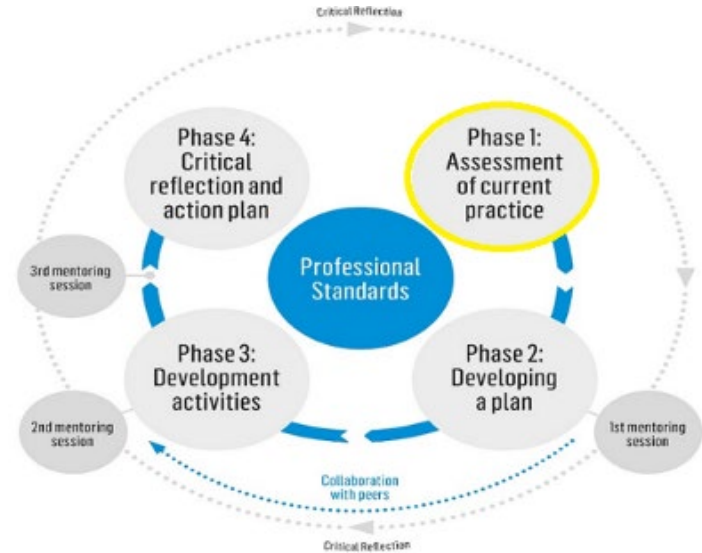
05

**Applying the Standards
– individual teachers**

Professional Development Plan

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The Professional Standards self assessment tool is a great starting point for informing your professional development plan.



Professional Standards Self Assessment tool

Access

portfolio.et-foundation.co.uk/selfassessment2022

Whilst the self assessment tool can be completed in approx. 10 minutes; ensure that you make time to truly reflect upon your teaching practice and role, this will likely mean that you spend 30+ minutes self assessing.

Likert Scale

The revised self-assessment tool uses a Likert scale based upon perceived consistency.

0 - N/A 1 - Don't do 2 - Sometimes do
3 - Mostly do 4 - Always do

Reflective comments

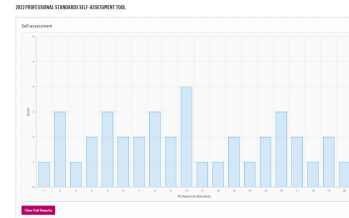
Add a reflective statement against each standard.

The real value comes in the honest and vulnerable reflective comments that you provide.



Spikey Profile

It is important to recognise that unlike competencies which you either have or do not have, performance against the standards can develop over time, so you need to choose to work on the standards that are most relevant to your practice and learners.



Professional Standards Self Assessment results

Professional Values and Attributes

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

1 Do you critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes? *

0

1

2

3

4

Don't do.

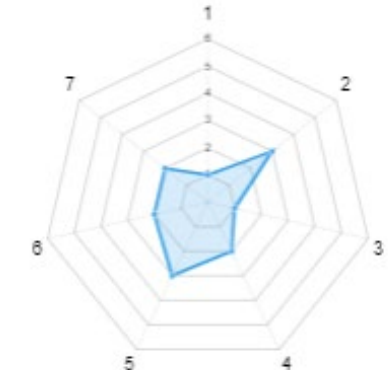
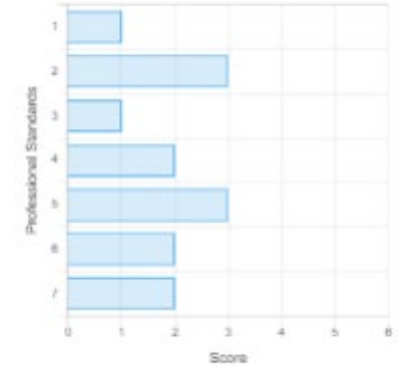
Please add your reflective comments *

You may wish to reflect against the standards each academic term and it is good practice to triangulate your reflections with line manager/s, colleagues and even learners.



Self-assessment Summary

Professional Values and Attributes



05

**Applying the Standards
– individual Leaders**

Leadership Training Needs Analysis



Likert Scale

The **self-assessment** tool uses a Likert scale based upon **perceived confidence**.

0 - 6



Spikey Profile

It is important to recognise that unlike competencies which you either have or do not have, performance against the standards can develop over time.



Feedback

The feedback report will highlight strategies, resources and training that we believe will be important for your leadership professional development.

Leadership offer

EDUCATION & TRAINING
FOUNDATION

ABOUT US PROFESSIONAL DEVELOPMENT PROFESSIONAL STANDARDS RESOURCES NEWS EVENTS SET MEMBERSHIP

Leadership Programmes

Home » Professional development » Leadership Programmes

The ETF's Leadership Development programmes, funded by the Department for Education, have been developed with key experts in the sector and from the world of leadership management. This includes key partners such as Saïd Business School, University of Oxford and the Chartered Institute of Accountants in England and Wales (ICAEW).



CEO/Principals



Senior Leaders



Middle Leaders



Aspiring Leaders

The ETF has mapped its Professional Development opportunities to the Professional Standards for leaders.

[et-foundation.co.uk/professional-development/leadership-and-governance-programmes/](https://www.etf-foundation.co.uk/professional-development/leadership-and-governance-programmes/)



New to Senior Leadership Programme

Development for FE managers and leaders, which aims to challenge bias and remove obstacles to attaining leadership roles



Strategic Innovation for Skills

A programme to support senior leaders who lead on curriculum design that gives them the opportunity to build effective practice and learn from others across the sector



Middle Managers: Leading from the Middle Programme

Development for aspiring and middle managers in FE



Diversity in Leadership Programme

Development for FE managers and leaders, which aims to challenge bias and remove obstacles to attaining leadership roles



Development Resources for CEOs and Principals

Online technical modules to support specific areas of FE leadership development

06

**Applying the Standards
– organisations**

Professional Standard Cards

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The ETF have developed a set of cards to help facilitate conversation around the Professional Standards for Teachers. Pilot packs are currently available through the ETF customer service team

T: 020 3740 8280

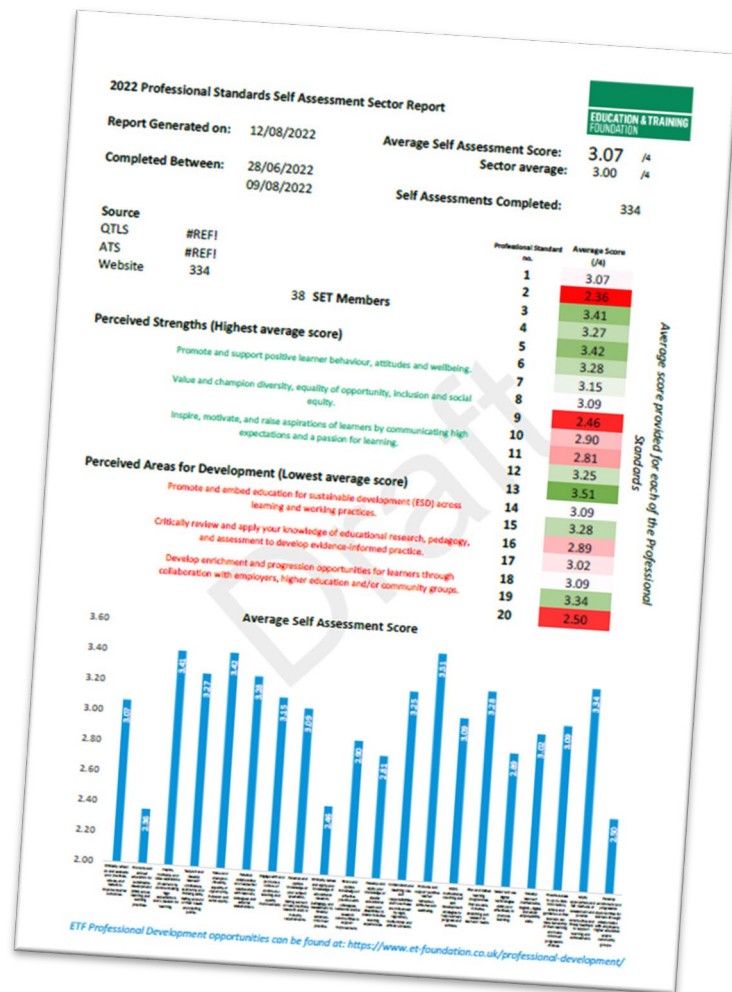


Organisation report

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The ETF organisation report summarises all responses from teachers at that organisation.

This report helps to highlight key strengths and areas for development against the standards for teachers.



07

**How can the ETF
support you?**

Supporting Literature

Explore the Professional Standards



For teachers and trainers

The Professional Standards for Teachers and Trainers have been developed to help you excel in your teaching practice by enriching your professional development.

[View the Professional Standards for Teachers and Trainers](#)



For leaders

The Professional Standards for Leaders are designed to provide guidance for you and your organisation about professional expectations of leadership roles.

[View the Professional Standards for Leaders](#)

<https://www.et-foundation.co.uk/professional-standards/>

Additional Professional Standards resources

- [A4 Flyer – PDF summary of the Professional Standards](#)
- [A5 Flyer – for engaging staff](#)
- [A3 Poster – summarising the latest changes in the Professional Standards](#)
- [Icons – for each of the three domain areas of the Standards](#)
- [Standard wording – useful words to include in staff communications](#)

Key Professional Standards resources and tools



Career stages resources

The standards have also been considered against key career stages, providing aspirational statements for each stage.

[Learn more >](#)



Self-assessment tool

Explore your current engagement with the Professional Standards with our Self-Assessment Tool.

[Learn more >](#)



CPD mapping tool

Professional development opportunities have been mapped to the Professional Standards with this resource.

[Learn more >](#)

Supporting understanding

ETF have developed a 'Guide to using the Professional Standards for Teachers and Trainers'. Available on our ETF website, this guide *lifts the lid* on each standard providing examples of their place and application.

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.



SCAN ME

PROFESSIONAL STANDARDS

FOR TEACHERS AND TRAINERS IN THE FURTHER EDUCATION
AND TRAINING SECTOR

GUIDE TO USING THE UPDATED 2022 PROFESSIONAL STANDARDS

[ETFOUNDATION.CO.UK/PROFESSIONAL-STANDARDS/TEACHERS](https://etf.foundation.co.uk/professional-standards/teachers)



Discussing the Professional Standards

The Education and Training Foundation

12 videos 60 views Last updated on Dec 12, 2022



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Listen to the Professional Standards being discussed by Further Education and Training leaders, including ETF staff and associates.

1



Professional Standard #1: Paul Kessell-Holland

The Education and Training Foundation • 28 views • 3 weeks ago

2



Professional Standard #2: Charlotte Bonner

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Professional Standard #3: Nick Wragg

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Professional Standard #4: Tony Davis

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Professional Standard #5: Jeff Greenidge

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Mapped to the CPD offer

Professional Development opportunities mapped to the ETF Professional Standards

Home » Professional Standards for Teachers and Trainers » Professional Development opportunities mapped to the ETF Professional Standards

et-foundation.co.uk/professional-standards/cpd-mapping/


Mapped professional development opportunities

We have mapped key professional development opportunities available from Education and Training Foundation (ETF) resources, and signposted Society for Education and Training member exclusive content, mapped to the [ETF Professional Standards for Teachers and Trainers](#).

This tool will be particularly useful if you have recently completed a [Professional Standards Self-Assessment](#) to help you identify your areas for development.

The ETF has mapped its Professional Development opportunities to the Professional Standards, making it easier for Teachers/Trainers to identify courses/ programmes/ resources to support their development needs.

Search:

Professional standard	Standard description	Resource(s)
1	Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.	<i>Coming soon</i>
2	Promote and embed education for sustainable development (ESD) across learning and working practices.	Education for sustainable development page
3	Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.	<i>Coming soon</i>
4	Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	<i>Coming soon</i>
5	Value and champion diversity, equality of opportunity, inclusion and social equity.	<i>Coming soon</i>
6	Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.	<i>Coming soon</i>
7	Engage with and promote a culture of continuous learning and quality improvement.	<i>Coming soon</i>
8	Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.	<i>Coming soon</i>
9	Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.	Practitioner research special interest digest  Practitioner Research programmes: Evaluation Report

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**Thank you
Any Questions?**