**Chartered Teacher Pathways**

The following document provides guidance on the kinds of evidence that applicants from different history education backgrounds might provide. It is of course not an exhaustive list but is designed to provide support for applicants in deciding upon the kinds of evidence they might supply.

**PRIMARY**

Planning – scheme of work, year, key stage, progression – content and concepts, effective incorporation of history within cross-curricular themes

Assessment – marking, monitoring, reporting.

Teaching quality – pupil work, variety, good questions/tasks, producing good resources, displays, reflecting diversity, pupil enjoyment and satisfaction.

Standards/achievement – assessment activities, high value added, different year groups, abilities, evidence of use of assessment information.

Awareness – level of awareness of good practice, developments and requirements in history.

Supporting others within the school, e.g. other teachers, support staff

Involvement outside school – CPD participation, links with other schools, active involvement in history, e.g. local HA branch, local history societies, further qualifications in the subject

Support for other teachers – e.g. training, leading an initiative, mentoring, articles in history or history education journals or history-specific articles in teaching journals.

**SECONDARY**

Planning – scheme of work, year, key stage, progression – content and concepts.

Assessment – assessment activities, marking, monitoring, reporting

Teaching quality – pupil work and homework, variety, good questions/tasks, producing good resources, displays, reflecting diversity, pupil enjoyment and satisfaction.

Standards/achievement – high value-added, different year groups, abilities, evidence of use of assessment information to inform planning and teaching

Awareness – level of awareness of good practice, developments and requirements in history.

Supporting others within the school, e.g. within department, support staff

Involvement outside school – CPD participation, links with other schools, active involvement in history, e.g. local HA branch, local history societies, further qualifications in the subject

Support for other teachers – e.g. training, leading an initiative, mentoring, articles in history or history education journals or history-specific articles in teaching journals, published resources

**ITE**

Planning – supporting students through providing guidance on effective planning at different levels – lessons, units, years, key stages.

Assessment – supporting students through providing good guidance on monitoring of progress, recording progress, using assessment information to inform planning.

Teaching quality – supporting students through guidance/examples of good pupil work and learning, variety, good questions and tasks, motivating history, good resources, reflecting diversity

Standards/achievement – supporting students through guidance/examples of appropriate standards for different ages and abilities.

Awareness – level of awareness of good practice, developments and requirements in history.

Involvement outside ITE – CPD participation, links with schools, active involvement in history, e.g. local HA branch, local history societies, further qualifications in the subject

Support for other partners within ITE programme – e.g. effective mentor induction and development

Support for history beyond ITE training course – e.g. training, leading an initiative, mentoring, articles in history or history education journals or history-specific articles in education journals.

**HERITAGE EDUCATOR**

Planning – evidence of planning appropriate activities for different ages and abilities.

Tutoring/teaching – outreach or visit activities, examples of outputs and standards, good questions/tasks reflecting content and concepts.

Awareness – level of awareness of good practice, developments and requirements in history.

Resources – such as booklets, visit packs for schools, development of appropriate resources to facilitate use of site/collection online

Support for history teachers use of sites/museums through articles in history or history education journals or history-specific articles in education journals

Involvement outside heritage organisation - CPD participation, links with schools and other heritage organisations, active involvement in history, e.g. local HA branch, local history societies, further qualifications in the subject.