



Chartered Teacher Pathways

This document provides guidance on the kinds of evidence that applicants from different history education backgrounds might provide. It is not an exhaustive list but is designed to provide support for applicants in deciding upon the kinds of evidence they might supply. It's important that evidence supplied is not just merely evidence of doing the job, but shows the individual going beyond.

Primary

- Planning and delivery evidence that has arisen directly from undertaking CPD
 - Pupil work that can be directly linked to CPD undertaken
 - Supporting others within the school , e.g. other teachers, support staff
 - Involvement outside school – CPD participation, links with other schools (including schools within the same trust or federation), active involvement in history, e.g. local HA branch, local history societies, museums, archives etc
 - Undertaking of 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.
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- Evidence of awards undertaken and achieved e.g. Quality Mark

Secondary

- Planning – work developed by the teacher that has been directly influenced by, or the result of CPD undertaken
- Engagement– evidence of engagement with the wider history community to ensure subject knowledge and teaching practice are up-to-date.
- Supporting others within the school to become better at teaching History, for example ECTs, non-specialist staff or support staff.
- Involvement outside school – CPD participation, links with other schools, innovative Learning Outside the Classroom, active involvement in history, e.g. local HA branch, local history societies, museums, archives etc
- Undertaking of further qualifications in the subject/subject pedagogy e.g. Masters.
- Support for other teachers beyond school – e.g. training, leading an initiative, mentoring, articles in history or history education journals or history-specific articles in teaching journals, published resources (including online).
- Involvement in examining
- Undertaking of awards such as Quality Mark

ITE

- Planning – evidence of supporting students through providing guidance that has been developed or refined as a result of CPD.
- Engagement – evidence of engagement with developments in History ITE to ensure up-to-date with good practice, developments and requirements in history.
- Involvement with history outside ITE – CPD participation, links/partnerships with schools, active involvement in history, e.g. local HA branch, local history societies, museums, archives etc
- Further qualifications in the subject/subject pedagogy
- Evidence of writing relevant articles for journals such as Teaching History, Primary History, The Historian
- Evidence of attendance at conferences e.g. HA, HTEN, SHP, HEIRNET
- Support for other partners within ITE programme – e.g. effective mentor induction and development
- Support for history beyond ITE training course – e.g. Local history teacher networks, work with ECTs, training, leading an initiative, mentoring

Heritage Educator

- Planning – evidence of planning appropriate activities based upon learning from CPD.
- 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 school 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 web resources and/or 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, links with the HA, active involvement in history, e.g. local HA branch, local history societies, further qualifications in the subject.