**Qualified Teacher (QTS)**

As a qualified teacher you can lead teaching and learning in school, maintained nurseries and children and family centres. You will need to have achieved Qualified Teacher Status (QTS) by undertaking an initial teacher training course.

In this job role you are likely to:

Be employed in schools as a teacher with responsibility for a specific class and age range of pupils. You will facilitate high quality learning environments, assess learning and record individual pupil’s progress. An important part of your role is to challenge, motivate and inspire your pupil’s engagement in learning. You may take on specific leadership roles for the Early Years Foundation Stage, Key Stage 1 and 2 or lead on safeguarding or SEND.

For information about QTS and training routes see: <https://getintoteaching.education.gov.uk/explore-my-options>

Your day-to-day tasks may include:

* planning and presenting lessons
* preparing teaching materials
* supporting children’s development and learning to develop their language, literacy and numeracy skills
* marking and assessing children's work
* providing a safe and healthy environment
* keeping records
* discussing children's progress with parents and carers
* working with other professionals, such as education psychologists and social workers
* attending meetings and training
* organising extra curricula activities outings, social activities and sports events
* supervising teaching assistants

**Opportunities for Progression:**

You may also have opportunities to progress into higher level management roles, including becoming a Head Teacher.

**Case studies**

**Assistant Head/Head of Teaching and Learning/Head of Early Years & KS1 of a Primary School and Nursery**

My name is Nicola and my role is Assistant Head/Head of Teaching and Learning/Head of Early Years & KS1 of a Primary School and Nursery.

My teaching timetable ensures I teach all of the children in my departments at least once a week, each morning I have an early slot in which I rotate and go into all the classes in my department to say ‘hi’ to the staff. Are they ok? How is their week going? My role also involves:

* Pastoral care – celebrating achievements, helping resolve conflict, meeting with parents and staff, leading assemblies.
* Teaching and learning – performance management, school improvement initiatives, team teaching. Reviewing data and setting targets.
* Early Years, KS1 and Senior Leadership Team meetings. I also have a fortnightly meeting with the Head specifically about Early Years, to keep her up to date.
* Paper work – policies, procedures, staffing training needs, risk assessments, health and safety, safeguarding.
* Planning – I plan and send out the weekly diary dates and create the school week ahead document to ensure that everyone in the school knows what’s going on, what cover is needed, what events to attend.

I love my job because every day is different. I get to work with different teams of professionals who are passionate about educating children and I have a role in which I can influence change at all levels, from the children I teach, the parents I support and the apprentices I help train. My role is diverse and it forces me to adapt and be responsive to a variety of needs and situations. This reminds me about the importance of empathy and kindness.

I got started in Early Years because our school was looking to expand their nursery provision, creating places for under 2’s. I was teaching in Key Stage 1 at the time and had become increasingly interested in child development, having recently had a child of my own. We had a small provision for children aged two and half years which ran in a separate building, alongside a pre-school room which worked closely with our Reception class. I had started a baby and toddler group for prospective parents who were interested in their children starting at our school and began talking to parents about what they liked/disliked about our current provision. When an opportunity arose to re-brand and redevelop the nursery, I was asked if I wanted to manage the project. I had my reservations – mainly due to my lack of EY experience so I sought to further my skills by attending local authority training and reading (a lot!). The local authority representative who was working with our school recommended that I complete my Early Years Professional Status. She had just completed it and felt that it would really help deepen my knowledge and understanding of the Early Years Curriculum and child pedagogy.

I completed my QTS as part of my BA degree at Warwick University. However, I always say to people that my Qualified Teacher Status (QTS) enabled me to become a primary school teacher but my Early Years Teacher Status (EYTS) enabled me to become the reflective early years professional I am today. I am now completing my MA in Early Years and I still draw in my EYTS for practice and pedagogy.



My name is Candice and working with children is always something I knew I wanted to do. So studying a BA (Hons) Early Childhood Studies provided me with the perfect start to my journey as an Early Years Practitioner. During my course I learnt just how valuable children are and if we are to provide the best possible outcomes and opportunities for children we must always strive to work holistically, with a range of disciplines, to support their learning and development. No single profession can achieve this goal alone. This is something ECS has taught me and continues to form part of my daily practice now as a Qualified Teacher.

Studying child development, understanding the importance of observation and working collaboratively with others, are all factors that ensure as a teacher, I can get to know my children and provide the best education and care during, what I believe to be, the most important years of a child’s life – the early years.

Every day, when working with young children I admire just how fortunate I am. Being in a unique position to have a positive impact which could help to shape the future of an individual – an individual that will grow to become society’s next generation is a privilege. As a role model I appreciate how important it is for me to lead by example and model how we can solve problems, overcome obstacles, learn from mistakes and grow as a person. Being an ‘advocate’ for children is a core principal of the ECS degree and something that is still so imperative to me now. I am proud of my own learning journey and always look forward to continuing to build on this.