The Bristol Guide provides a succinct overview of all aspects of the education system in England. Complex organisational relationships and areas of policy are presented in a clear and straightforward way. It is an invaluable primer for those new to the teaching profession or those moving from overseas, but is also a very useful reference guide for experienced practitioners and school leaders!

Professor Dame Alison Peacock, Chief Executive, Chartered College of Teaching

“A compact, comprehensive and credible guide to how the education system works”

Guy Dudley, Director, Advice & Legal Services

“The Bristol Guide enables a focused understanding of the key policies and practice in education in a way that busy people can access, discuss and apply. I have not discovered another publication that can do this so effectively.”

Stephen Pinches, Global Director, Tes Institute

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Introduction
The Bristol Guide is written for all professionals working with children and young people in schools and other settings in England. It provides guidance about the law and general advice related to their professional responsibilities, duties and rights.

We endeavour to ensure that the Bristol Guide provides up to date information throughout. All information presented in this publication was correct at time of writing.

Trainee teachers, NQTs and experienced teachers
The Bristol Guide is an essential resource for trainee teachers working towards the standards for qualified teacher status (QTS). It also helps newly qualified teachers and more experienced teachers, all of whom are required to ‘have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities’ [Teachers’ Standards, 2012].

Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs)
HLTAs and TAs working towards HLTA status will find the Bristol Guide invaluable in developing knowledge of how ‘other frameworks that support the development and well-being of children and young people impact upon their practice’ [HLTA Professional Standards, 2012].

Helen Aberdeen
Director of Document Summary Service
University of Bristol
School of Education

For further information about the Bristol Guide and ordering copies see:
www.bristol.ac.uk/education/expertiseandresources/bristolguide
or contact Service Administrator on 0117 331 4291 or email dss-admin@bristol.ac.uk

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Initial teacher training and induction

1.1 Routes into teaching
1.2 Statutory induction for NQTs in England: current arrangements
1.3 Roles and responsibilities
1.1 Routes into teaching

There are many different educational pathways which lead to the award of qualified teacher status (QTS) in the UK. Teachers need to have completed a degree and a course of initial teacher training (ITT). Some undergraduate courses allow students to study for a degree and complete ITT at the same time. The most common routes are outlined below.

Undergraduate routes

Bachelor of Arts (BA) or Bachelor of Science (BSc) with QTS

An option which allows students to specialise in a certain subject (maths, physics, chemistry or languages) while gaining an honours degree and QTS.

Bachelor of Education (BEd)

This is an honours degree course in education. BEd degrees are available for both primary and secondary teaching but are a particularly popular choice for those interested in teaching primary school pupils.

Postgraduate routes

Postgraduate Certificate in Education (PGCE)

PGCE courses last for one year full-time or up to two years part-time. They focus mainly on teaching skills, so applicants are expected to have a good understanding of their chosen subject (normally degree level) before they start training. PGCE courses are available at universities and colleges throughout the UK. It may also be possible to study for a PGCE via flexible distance learning or through a School-Centred Initial Teacher Training (SCITT), Teach First or the School Direct training programme. PGCE courses typically contain up to 60 credits towards a Master's degree. The Professional Graduate Certificate in Education (ProfGCE) is similar to the PGCE in that it leads to QTS. It does not, however, contain credits at Master's level.

School-Centred Initial Teacher Training (SCITT)

SCITT programmes are taught by neighbouring groups of schools and colleges. All SCITT courses lead to the award of QTS and many also award a PGCE validated by a higher education institution. SCITT courses cover primary and secondary years and the whole range of secondary subjects.

School Direct

School Direct (SD) is available in primary and secondary schools in England and programmes generally last for one year. Successful completion of a School Direct course will lead to the award of QTS, and some School Direct programmes may also include the award of a PGCE.

The School Direct Training Programme (salaried) is an employment-based route which is available to high quality graduates with at least three years’ work experience. These students will earn a salary as they train and will generally not pay any fees.

Teach First

Teach First is an educational charity with a vision that no child’s educational success should be limited by their socio-economic background. It offers a two-year Leadership Development Programme leading to the award of a PGCE. The course begins with an intensive six weeks of training, and trainees then spend two years in a school in a low-income community. They are paid as unqualified teachers in their first year and then as newly qualified teachers (NQTs) in the second year.

Postgraduate teaching apprenticeship

This new route is funded through the SD (salaried) grant which is paid by the DfE to providers. It is a school-led ITT route which combines paid work with on and off-the-job training. It will be available to trainees from September 2018. The overall structure of the apprenticeship will be decided by ITT providers and schools, but the apprentice must spend 20% of their time in off-the-job training. Apprentices will work towards attaining QTS. They will also need to pass an end-point assessment as is the case with all apprenticeships; the assessment will be in the fourth term, i.e. in the autumn after they have begun the NQT year. The assessment will consist of a professional discussion and a lesson observation. Some apprenticeships will include a PGCE along with Master's credits.

Other routes

Researchers in schools is a two-year course which offers a bespoke, salaried teacher training option for high-calibre candidates who have completed, or are finishing their doctorate and who can deliver one of the EBacc subjects.

A training scholarship of £16,626 is paid in the first year while the participant gains QTS and an NQT salary is paid in the second year. There are significant uplifts for maths and physics (£13,000) in the first 2 years of the programme. Participants have access to research associate status at a selective university.

Experienced teachers with a degree can achieve QTS without having to do any further training by following the Assessment Only (AO) route. In order to achieve QTS, participants need to present detailed evidence that they meet the Teachers’ Standards. Teaching is assessed in a school by an accredited AO provider. This route is only available to unqualified teachers who have taught in at least two schools, early years and/or further education settings.
Funding for teacher training

Most postgraduate routes such as the PGCE, SCITT and School Direct attract bursaries for trainees who are not employed as teachers. Bursary amounts vary depending on the teaching subject, phase and degree class or highest relevant academic qualification. The highest bursaries (up to £26,000) will be awarded in 2018-19 for courses in physics, chemistry, computing, modern languages, geography and classics. Trainee teachers in maths, physics, chemistry and computing, languages and geography with a 2:1 or first are able to apply for scholarships of up to £28,000 with the relevant subject association group or, in the case of languages, with the British Council. The bursary for maths students in 2018-19 is £20,000 (£22,000 scholarship). After qualifying, trainees will receive an additional £5,000 in their 3rd and 5th year of teaching. Further enhancements to these payments are available for posts in specified areas of England.

SKE courses

Subject Knowledge Enhancement (SKE) courses are government funded programmes which allow applicants to teacher training to develop their subject knowledge in shortage subjects (currently): maths, physics, chemistry, biology, geography, computing, design and technology or a language. They are fully funded and applicants may be eligible for a bursary of up to £5,600. A school or university may ask applicants to take an SKE course if they feel that the individual has the right qualities to become a teacher, but that they need to complete additional subject training first.

1.2 Statutory induction for NQTs in England: current arrangements

Statutory induction is the bridge between ITT and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the Teachers’ Standards.

This includes observation of the teacher, watching more experienced teachers and a professional review of progress at least every half term.

Qualified teachers who work in maintained schools, non-maintained special schools, maintained nursery schools’ pupil referral units and local authority children's centres in England must by law complete an induction period after gaining QTS. There is no legal requirement for teachers to complete induction if they are working solely in the independent sector, including academies, free schools, independent schools, Further Education institutions or British Schools Overseas (BSOs). It may, however, be possible for NQTs to complete their induction in these settings. Induction may also be undertaken in a British School Overseas, provided that it has been inspected by a DfE (Department for Education) accredited inspectorate within the last six years against the Standards for Inspection of British Schools Overseas. Induction cannot be undertaken in a secure training centre nor in a school requiring special measures or FE institution judged inadequate for overall effectiveness, except where Ofsted have judged part of the school or the FE institution to be suitable to host induction.

Key points

- The minimum period of employment that can be counted towards completion of the induction period is one term.
- The length of the induction period which an NQT is required to serve is normally the full-time equivalent of one year.
- Any NQT on induction must have a 10% reduction in their teaching load and the support of an induction tutor appointed by the headteacher.
- NQTs should be observed during their induction; guidance states that teaching should be observed ‘at regular intervals throughout their induction period’ and that feedback should be ‘prompt and constructive.’
- While NQTs are encouraged to start induction as soon as possible after gaining QTS, there is no set time limit for starting or completing an induction period.
- An NQT who has completed induction and is judged to have failed to meet the standards cannot repeat it, although they will retain QTS and they can appeal against the decision.

They cannot be employed in a maintained school, a nursery school, a non-maintained special school or a pupil referral unit. They can, however, work in settings where such induction is not mandatory.

- A qualified teacher who gained QTS on or after 1 September 2007 and who has not completed an induction period, can undertake supply work of less than one term for up to five years after the date on which QTS was awarded.

The appropriate body

Quality assurance of induction is carried out by an ‘appropriate body’. It is the appropriate body which makes the decision as to whether an NQT will pass their induction. Schools now have the freedom to choose their appropriate body. In addition to local authorities, teaching schools may fulfil this role subject to certain conditions, or a school may approach a local authority in another area. There is an additional appropriate body called the National Induction Panel for Teachers which can be used by any type of institution The Independent Schools Teacher Induction Panel (ISTiP) may also act as an appropriate body for independent schools including academies, free schools and British Schools Overseas. An appropriate body has the discretion to reduce the induction period to a minimum of one term where the NQT can show, through past experience, that they are teaching to the Teachers’ Standards.
1.3 Roles and responsibilities

The newly qualified teacher (NQT)

NQTs must play a full part in all aspects of the induction process. They are responsible for keeping track of observations, progress reviews and formal assessments and for recording evidence of their progress. They must meet with their induction tutor at the start of the year, agree priorities for their induction year and keep these under review. An NQT should raise any concerns about their induction programme with their induction tutor. If problems persist, they should notify the named contact at their appropriate body.

The induction tutor

Induction tutors have day-to-day responsibility for monitoring, supporting and assessing NQTs. They should provide or coordinate guidance and effective support including coaching and mentoring for the NQT’s Professional Development. In addition to regular progress reviews, they or the headteacher should arrange three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate. NQTs should be kept up to date with their progress. There should be no surprises.

The headteacher and the appropriate body

The headteacher and the appropriate body are jointly responsible for ensuring that NQT posts are suitable and that their duties, supervision, personal development and the conditions under which they work are such that a fair and effective assessment of their performance against the Teachers’ Standards can be made. The headteacher will make a final recommendation as to whether the teacher has met the core standards. The appropriate body makes the final decision, but the NQT has a right of appeal to the Teaching Regulation Agency.

The governing body

The governing body is responsible for ensuring compliance with the statutory guidance for the induction of NQTs. They should be satisfied that the institution has the capacity to support the NQT. They must also investigate concerns raised by an individual NQT as part of the institution’s agreed grievance procedures.

Data protection

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. NQTs must be made aware of who has been granted access to their assessments (see also section 6.11)

References

www.education.gov.uk/get-into-teaching/teacher-training-options

Forthcoming changes to NQT induction

Following a consultation in 2017, the Government is planning to make changes to NQT induction. The main proposals are to:

• extend the induction period to 2 years (with the timetabling reduction also extended);
• introduce a new role of NQT mentor alongside that of induction tutor; and
• introduce an Early Career Framework (ECF) for the induction period which will build on and complement ITT, providing more support for teachers in the early phase of their career. The ECF will ensure new teachers have more support in the early phase of their career.