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Introduction

... from our partners at AGCAS, the expert membership organisation for higher education student career development and graduate employment professionals.

Welcome to TARGETjobs *Teaching* 2021, the definitive guide for graduates who want to teach. This publication is brought to you by a partnership between AGCAS, the Association of Graduate Careers Advisory Services, and TARGETjobs, the leading provider of information about graduate careers in the UK. This means it's packed with up-to-the-minute information and advice straight from the experts: the AGCAS Teaching and Related Professions Task Group, listed below, who are careers and employability professionals based in universities around the UK. We've also compiled detailed course listings from top training providers to help you choose where to apply.

There are various different routes to qualifying as a teacher, but most applications for training places are handled by two centralised systems: UCAS Teacher Training and the new Apply for teacher training set up by the Department for Education (DfE). You can read about your options and how to apply on page 29. We also have detailed information about training to teach in

Northern Ireland (page 12), Scotland (page 13) and Wales (page 16), covering issues such as training routes, qualifications, funding and the curriculum.

Need more in-depth guidance?

Check out targetjobs.co.uk to get the complete picture.

Teaching is an increasingly popular graduate career choice, which means tougher competition for training places. We've got all the advice you'll need to write a cracking application for the course you want and show yourself in your best light at interview. It's important to look ahead too; the sooner you start thinking about your job hunt, the better. In the final pages of TARGETjobs *Teaching* 2021, we list the kinds of interview questions you are likely to face as the final hurdle before you enter the profession (page 38). They may look daunting now, but if you know what you're working towards you'll be in the best possible position to sail through a school's selection day and land the job you want. We also cover the potential impact of the COVID-19 pandemic and what changes may be made to the various stages of your training and job hunting as a result.

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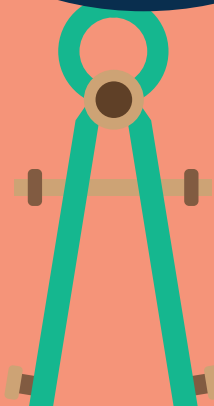


AGCAS

The AGCAS Teaching and
Related Professions Task Group

We gratefully acknowledge the contribution of the members of the AGCAS Teaching and Related Professions Task Group: Suzanne Agnew, The University of Edinburgh; Paul Barnes, University of Portsmouth (chair); Gillian Kilvington, University of Hull; Kirsty Osman, Cardiff University; Alison Proudlove, Manchester Metropolitan University and Jill Valentine, Sheffield Hallam University.

Introducing teacher training



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Y

ou need to meet a range of academic and professional standards to teach in a state school. The exact requirements vary depending on what you want to teach and in some cases training providers may take a flexible approach, so don't jump to

conclusions about your career options.

There are different routes for you to consider that are either based in schools or universities. Most school-led and all university-led courses lead to a PGCE (Postgraduate Certificate of Education). Regardless of the path you choose, you'll undertake a period of initial teacher training (ITT) before you obtain qualified teacher status (QTS).

You must have QTS to teach in state schools in England and Wales, other than academies and free schools. Teachers in independent schools do not have to have QTS, but most do.

Newly qualified teachers (NQTs) then have to complete a period of induction, which is the first year of employment as a teacher in a school. Some independent schools may not offer an induction year. The minimum starting salary for NQTs in England is £24,373.

Entry requirements for training to teach

The standards you need to meet to apply for teacher training are broadly similar across the UK. The information that follows relates specifically to England.

Teacher training providers take different approaches to assessing applicants. Some may require you to take subject-based assessments or written English and numeracy tests, for example. Find out more about what to expect in our overview of the different training routes on page 6.

UK degree or equivalent

- **Secondary courses:** your degree subject should be directly relevant to the subject you hope to teach. If not, contact your preferred training provider for advice. They may decide you need to take a subject knowledge enhancement (SKE) course, which can usually be done on a part-time or distance-learning basis before or alongside your teacher training.
- **Primary courses:** some training providers prefer you to have a degree in a national curriculum subject. If you don't have this, when you write your personal statement for your teacher training application you should stress the relevance of your education to the curriculum you'll be teaching. You'll find more information on the national curriculum on page 21 and more on personal statements on page 30.
- **Degree equivalency:** it's ultimately down to your ITT provider to decide whether your qualification meets requirements. If you have a degree from an overseas institution, UK NARIC (National Recognition Information Centre for the United Kingdom) www.naric.org.uk provides guidance on how international qualifications match up to the UK qualifications framework.

Grade C/4 or above in GCSE English and maths

For primary courses you also need GCSE science at grade C/4. If you haven't got these qualifications, check with your preferred training provider, as some may offer equivalency tests.

How to get into teaching

Find out how your degree subject affects your options.



Health questionnaire

You may be asked to complete a declaration of health questionnaire by the training provider, which is used as the basis for the initial assessment of your medical fitness to teach. If doubts are raised you may be required to have a formal medical examination.

If you have a disability, it is advisable to make contact with the training provider early on, before submitting your application. Many disabled people are medically fit to teach. Any information you provide about your disability is protected by the Equality Act 2010.

Declare convictions

You are required to declare any previous criminal convictions. All trainee teachers undergo a criminal records check through the Disclosure and Barring Service (DBS) before starting school-based training.

School-based work experience

Most, if not all, teacher training providers require applicants to have structured work experience, usually lasting a minimum of two weeks, with children of the age range they wish to teach. This may have changed, however, due to the COVID-19 pandemic so check with providers directly to find out what is needed. 📍

Your teacher training options

Find out about the PGCE, School Direct, Teach First and other routes.



One of the first decisions to make when you are considering teacher training is whether you wish to teach in primary or secondary schools, or focus on the early years. Once you have achieved QTS it is legal for you to teach children of all ages, but in practice most teachers stay within the age range they were trained for. You'll find more information about how the different age groups are defined and the subjects they are taught in our overview of the education system on page 21.

You will also need to decide whether you would prefer to train through a university-led one-year PGCE or pursue a school-led route to qualifying as a teacher. For all routes listed below the structure and format of the interview or assessment day may change due to COVID-19 restrictions, so check with the training provider directly.

University-led PGCE


These are usually one-year, full-time courses, incorporating substantial placements in schools. Applications in England and Wales are made through UCAS Teacher Training. In England you can also use the new GOV.UK service called Apply for teacher training. In Scotland, you'll use UCAS Undergraduate while in Northern Ireland you'll apply directly to the institution. You can apply to a maximum of three providers (including both primary and secondary) in

the first phase (Apply 1), which opens in October, then one provider at a time after this period (Apply 2/Apply Again).

You should apply as early as possible. Providers have 40 working days to make a decision and you then have 10 working days to respond once you've heard from all your choices. You apply by registering with UCAS Teacher Training via www.ucas.com or Apply for teacher training via www.apply-for-teacher-training.service.gov.uk/candidate and completing an online application, which includes a personal statement, or UCAS Undergraduate if you want to teach in Scotland. You can find out more about applying on page 29. The next stage is usually an interview or assessment day with the course provider, which may include English and maths tests, an individual interview, a presentation, giving a mini lesson or a group activity.

School-centred initial teacher training (SCITT)

These are usually full-time, one-year programmes, available in England. The training programme is designed by a group of schools and colleges. SCITTs include academic study but are predominantly practical and school based. Most SCITTs lead to a PGCE, validated by a higher education institution (HEI) with training provided by university staff. Applications are made through UCAS Teacher Training or the new Apply for teacher training from October, where you can apply to a mix of SCITT and



“Would you prefer a university-led PGCE or a school-led route?”

university providers. You can search for SCITT programmes through both application services.

The selection process is likely to take place at the school where training will be based and will include an interview. Other exercises may also be set, such as presentations, reading exercises and activities where applicants interact with pupils or each other.

School Direct

This scheme offers school-led training with the prospect of employment after qualification. Schools select their trainees and offer training in partnership with an accredited provider, leading to a PGCE in most cases. There are two options: the School Direct training programme, which is open to graduates and involves paying tuition fees, and the School Direct training programme (salaried), which involves being employed as an unqualified teacher by the school. Some providers may recommend having some form of work history (in any area) for the salaried route.

You apply for the School Direct training programmes through UCAS Teacher Training or the new Apply for teacher training service. The first stage is an online application form with a personal statement, followed by an interview, which will probably take place at the school. There may also be extra assessments, which could involve spending further time in the school, interacting with children or participating in lessons.

Teach First

The Teach First training programme in England and Wales is an employment-based two-year programme completed in primary and secondary schools that are in challenging circumstances. These are schools that experience high levels of poverty or underachievement among their pupils. It is also possible to specialise in early years teaching through Teach First.

Successful candidates start as unqualified teachers and work towards a postgraduate diploma in education (PGDE) that integrates teacher training and leadership development, and which includes credits at masters level, over two years. The programme leads to QTS after the first year and all participants have the option to work towards a full masters qualification.

To apply for the programme you'll need a 2.1 degree or above (although a 2.2 degree will also be considered). The Teach First website lists the degree subjects that are accepted. You will also be required to have grade C/4 in GCSE maths and English (or equivalent) as well as grade C/4 in GCSE science for primary teaching.

Apply online through the Teach First website. Recruitment is carried out on a rolling basis with spaces filling up as appropriate candidates are found. The next stage is an assessment day or virtual assessment centre at which candidates have an interview, carry out a group task and complete a teaching episode. If you are offered a place you will be expected to complete a Curriculum Knowledge Assessment that will check your ability to teach your allocated curriculum area. You will also be required to attend Teach First's Summer Institute.

Early years initial teacher training (ITT) or (EYITT)

This is for those who want to teach children before they reach compulsory education (ages 0–5). Early years training leads to early years teacher status (EYTS).

There are two main routes available. The first is the graduate entry route, which consists of a 12-month full-time academic course with school placements. You need to apply directly to HEIs that provide early years ITT. Contact the training provider for further information.

The second option is the graduate employment-based 12-month part-time route for those already working in an early years setting. You should speak to your employer about this option. The School Direct route also offers an Early Years option, which offers a number of places with groups of schools and nurseries with the expectation of employment after gaining EYTS. You need to contact one of the lead organisations responsible for delivering this route.

A list of accredited providers is available from the Department for Education website getintoteaching.education.gov.uk. @

Further information

- For more about teaching in Northern Ireland see page 12
- For more about teaching in Scotland see page 14
- For more about teaching in Wales see page 16

Pick your route

Which path is right for you?

Undergraduate degree

WHO IS IT FOR? School leavers or mature candidates with no degree

WHAT IS IT? Leads to a BA, BEd or BSc with qualified teacher status (QTS). More popular with primary teachers as it allows more time to get to grips with the full curriculum. There is a two-year course for those with a qualification amounting to part of a degree.

DURATION F/T: Three to four years. P/T: Four to six years

AMOUNT OF TEACHING PRACTICE Four-year courses: 32 weeks. Three-year courses: 24 weeks

University-led Postgraduate Certificate in Education (PGCE) and Postgraduate Diploma in Education (PGDE)*

WHO IS IT FOR? Graduates

WHAT IS IT? This route into teaching can be taken through a higher education authority or SCITT (see below). A traditional PGCE is split between university and school whereas a PGCE with a SCITT is classroom based. Courses usually start in September and finish the following summer. More flexible routes are available, including for individuals with independent or overseas experience.

DURATION F/T: One or two years. P/T: Two years

AMOUNT OF TEACHING PRACTICE At least 24 weeks in at least two schools

School-centred initial teacher training (SCITT)

WHO IS IT FOR? Graduates

WHAT IS IT? Training is provided by a consortium of schools and education providers who share the training responsibilities. Most providers offer a PGCE and all trainees are eligible for QTS.

DURATION F/T: One year

AMOUNT OF TEACHING PRACTICE School based for 80–90% of the time with placements in at least two schools

School Direct training programme (salaried)

WHO IS IT FOR? Career changers and graduates. Some providers may recommend having some form of work history in any area.

WHAT IS IT? Successful applicants will be employed as an unqualified teacher with a salary. No tuition fees will need to be paid. The majority of School Direct (salaried) programmes lead to a PGCE but not all do.

DURATION F/T: One year. P/T: To be discussed with lead school

AMOUNT OF TEACHING PRACTICE School based for 80–90% of the time with placements in at least two schools

School Direct training programme

WHO IS IT FOR? Graduates

WHAT IS IT? School-led training in partnership with a university or SCITT with most offering a PGCE as well. It is funded in the same way as a university-based PGCE or SCITT.

DURATION F/T: One year. P/T: To be discussed with lead school

AMOUNT OF TEACHING PRACTICE School based for 80–90% of the time with placements in at least two schools

Postgraduate Teaching Apprenticeships

Similar to the salaried School Direct programme, this route allows you to gain classroom experience while earning a salary as an unqualified teacher. You will work towards QTS and will spend 20% of your time in off-the-job training. An end-point assessment (EPA) is taken in the final term to make sure you're ready to start work as a qualified teacher. There is the possibility of employment within your training school at the end of your course.

Applications

You apply for undergraduate courses through UCAS www.ucas.com in the same way as for other subjects. Applications open from mid-September 2020 for courses starting in 2021. Applications for PGCEs, PGDEs, SCITTs and School Direct are made through UCAS Teacher Training www.ucas.com/ucas/teacher-training or the new GOV.UK service, Apply for teacher training www.apply-for-teacher-training.service.gov.uk/candidate. During the Apply 1 phase, which opens in October, you can apply for up to three places. After this period you can apply for one course at a time (Apply 2/Apply Again). The training provider has 40 working days to make a decision and once you've heard from all your choices, you have 10 working days to respond to an offer. Contact providers for information. See page 29 for advice about applying. For more about applying in Northern Ireland, go to page 12; for Scotland, page 14; and for Wales, page 16.

* A PGDE is similar to a PGCE but leads to masters-level credits and a diploma. Some PGCEs also offer credits at masters level; check with course providers for details.

Plan your work experience

Training providers usually expect your application form to show that you have experience of working with children of the age you wish to teach, preferably in a school environment. Most require you to have completed at least two weeks' observation, preferably in a state school, before your interview. However, providers realise that gaining this experience during the COVID-19 pandemic will come with considerable challenges. As a result, they may have changed their requirements about the amount and type of school experience you're expected to have. Speak to individual providers directly to find out what they're looking for.

Work experience will help to clarify the age range you will be happy teaching, as well as confirming that this is the right career choice for you. However, you shouldn't delay your application unduly to give yourself time to complete a placement. It's better to state that you have arranged this for the near future.

How do you get work experience in a school?

The following information details the usual recommended routes and schemes available to help secure school experience. Some or all of these may not be operating as normal during the COVID-19 situation. Check regularly to see what is available. Contacts through family and friends may be able to help, and you can also get in touch with schools directly to ask for work experience or to observe classes or shadow teachers. There are also numerous formal schemes.

Get School Experience service (England only)

This is for final-year students and graduates interested in gaining experience in the classroom. Placements last one to ten days and are available in all subjects at secondary and primary level. More information is available from the Department for Education website.

Paid internship programme (England only)

For STEM students in the penultimate year of their degree and interested in teaching maths or physics. The programme offers a four-week internship paying £300 per week in June/July. Apply directly to participating schools.

Student tutoring programme

Some institutions offer student tutoring programmes through which you go into schools to help with classes. Often available through university careers services or students' unions.

Undergraduate Ambassadors Scheme (UAS)

If you are a maths, science, technology or engineering undergraduate, your department may offer a module that involves spending around 40 hours working with teachers in local schools. Find out more from the Undergraduate Ambassadors Scheme website www.uas.ac.uk.

Taster courses and open days

These are organised by universities and colleges offering PGCE courses to provide an insight into teaching. Taster courses tend to be targeted at shortage subjects or candidates from under-represented groups.

Paid work

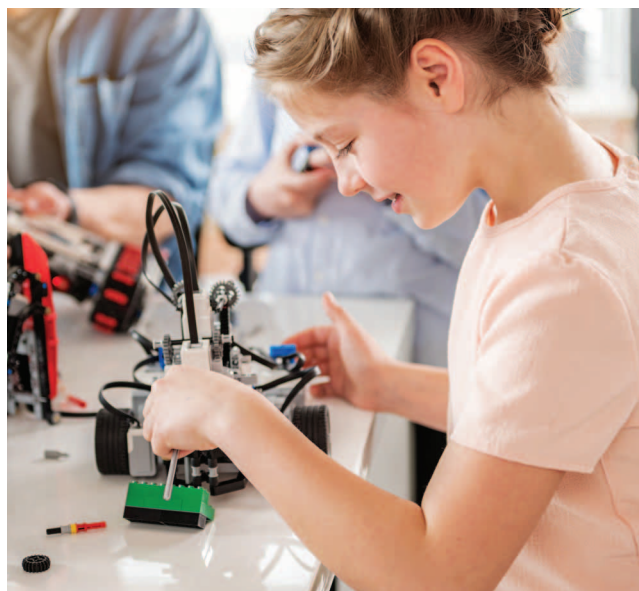
You may be able to work in a school, for example as a cover supervisor, teaching assistant or laboratory technician. These posts are usually advertised on local authority websites or through recruitment agencies.

Voluntary work

Most local authorities run schemes for voluntary mentors to work with pupils on a one-to-one basis.

Work experience tips

Keep a diary, as this will help you when you are writing your applications and preparing for interviews. Reflect on what works well in a lesson and what you would do differently. As you record your impressions and experiences, consider issues such as classroom control, different teaching styles and effective use of technology. 📝



How to choose your course

Pick the right option for your training needs.

W

hen you've decided which age group you want to teach and organised your work experience, the next step is to consider whether you want to apply for a university-led or school-led teacher training route. Then you can pin down your choice of training providers.

The amount of time you will spend in the classroom during your training will vary depending on the route you choose. However, teacher training courses must meet certain minimum requirements set by the government to ensure that qualified teachers' skills have been developed to professional standards. All teacher training routes involve a minimum of 24 weeks in at least two schools to give you practical classroom experience.

The need to meet these requirements means that ITT courses tend to be similar to each other, and it can be difficult to choose where to apply. Research your options using [targetjobs.co.uk](https://www.targetjobs.co.uk), the institutions' websites and open days, and discuss your ideas with your careers adviser. Whichever route you choose, a range of financial support is available to help you.

Questions to ask when choosing your course

Do you need a PGCE?

QTS alone qualifies you to teach in England but may not be sufficient elsewhere. PGCEs enable you to get credits at masters-degree level, which may count towards a full masters degree after you've completed your training.

How much competition is there likely to be?

Be realistic about your choices. If you only choose prestigious institutions or those where there are very few places, you may be unsuccessful. When it comes to getting a job afterwards, the institution you attended is less important than how you perform on teaching practice and on the course. Bear in mind that you'll be spending much of your time in a school, whichever institution you choose.

Is it in the right location?

If you want to get a job as a teacher in a particular area, it makes sense to train there. Think of the school placements as both window shopping for possible future employment and an extended interview. If your geographical mobility is limited, mention this in your application as some institutions may take it into account when considering your place. ☺



Edge Hill University

Search TARGETjobs



Main subject areas/programmes:

Gain QTS in:

- Early Years
- Primary Education
- Primary Mathematics Specialist
- Primary Physical Education specialist
- Further Education and Training

Secondary QTS in:

- Biology
- Computer Science
- English
- Geography
- History
- Mathematics
- Physical Education
- Religious Education

Entry requirements

2:2 Hons Degree and GCSE's or equivalent

Funding

Up to £26,000 tax free bursary depending on subject and degree classification

Contact

Course Enquiries, Edge Hill University, St Helens Road, Ormskirk, L39 4QP

01695 657000

study@edgehill.ac.uk

Life-changing. Inspiring. Rewarding. Train to teach at Edge Hill University.

Edge Hill University has been shaping the minds and futures of its vibrant community of students since its establishment in 1885 as the first non-denominational teacher training college for women. Having successfully trained the teachers of tomorrow for over 130 years, Edge Hill has earned an enviable reputation as one of the leading providers of initial teacher training in the UK.

The University is renowned for its outstanding teaching, awarded gold in the Teaching Excellence Framework (TEF), placing Edge Hill's teaching in the top third of UK universities and 'of the highest quality found in the UK.' Students will discover a learning community where staff and students work together to create knowledge and opportunity, taught by staff who are specialists in their field and passionate about inspiring the next generation.

Edge Hill offers a fantastic range of PGCE programmes available in early years, primary, a variety of dedicated routes in secondary subject areas and in the further education and training sector. Extensive professional development opportunities are also available, with a choice of MA and postgraduate certificate pathways.

Why Edge Hill?

The University is dedicated to creating graduates who will make a real difference to the development of others offering:

- **School-based learning** – placement opportunities put training into practice. Observe teachers and take responsibility for classes.
- **Expert tuition** – students learn from highly experienced tutors and researchers to become an excellent teacher in their own right.
- **Working in partnership** – strong relationships with over 2,000 schools, colleges and education settings throughout the North West.
- **Exceptional student support** – assigned a tutor and mentor, Edge Hill adopts a personalised approach to student's development.
- **Stimulating environment** – The Faculty of Education is located in a £9m purpose-built lakeside facility featuring a 300-seat lecture theatre.

Outstanding Employability

Employability underpins Edge Hill's vision of producing professionals who are capable, reflective and ethical practitioners distinguished by their intellectual engagement and commitment to the communities in which they work. The majority of programmes lead to professional qualification, accreditation or endorsement in addition to an academic award. Edge Hill's strength in employability is highlighted by 96.3% of PGCE graduates in full-time employment or further study within 15 months (Graduate Outcomes, 2017/18).

Subject Knowledge Enhancement Courses

The University offers free Subject Knowledge Enhancement Courses for Secondary PGCE applicants to further their subject knowledge. The structure and length of the course is flexible and varies depending on individual requirements.

Campus Life

Located on an award-winning campus in the thriving Lancashire town of Ormskirk, students benefit from experiencing life at a campus-based university as well as access to some of the UK's most vibrant cities, including Liverpool and Manchester. A £300m investment over the last decade has created a beautiful campus and enhanced facilities. Edge Hill's combination of landscaped grounds, lakes, rooftop gardens and historic architecture provides a unique and innovative place to study.

"You really benefit from tutors who can pass on years' of classroom experience and make learning fun."

Saadiya Hafeji, PGCE Primary Education with QTS



Apply

Online at [UCAS.com](https://ucas.com)



ou might be surprised by the bursaries, scholarships and early career payments available to train to teach some subjects.

Your eligibility and how much you will receive depend on a range of factors, including:

- your class of degree.
- the subject you wish to study.

If you're not eligible for a bursary or scholarship, you can apply for a loan to cover tuition fees (for unsalaried teacher training routes). You may also be eligible for a maintenance loan to help with living expenses, such as rent, food and travel, while you're studying. You only start making repayments to the loan once your income is over the threshold amount for your particular repayment plan.

This section covers funding in England. For information on funding in other parts of the UK see our advice on training to teach in Scotland, Wales and Northern Ireland.

Bursaries for shortage subjects

Non-repayable bursaries are available for trainee teachers on some non-salaried full- and part-time primary and secondary training programmes. The amount you receive depends on the subject you plan to teach and degree class.

For teacher training courses that started in 2020, the maximum scholarship available was £28,000 and the maximum bursary level was £26,000. Individual amounts varied greatly though depending on the subject. Funding levels are reviewed each year and you should check in the autumn to find out what is available for the next academic year (2021/22). Up-to-date information will be published here: targetjobs.co.uk/career-sectors/teaching-and-education/468038-funding-for-teacher-training.

Loans and grants to cover tuition fees and maintenance

Tuition fees have to be paid for postgraduate ITT courses and the amount of these will vary depending on the course and institution. Home and EU students on full-time and part-time courses may be eligible for a loan to cover tuition fees.


Home students may also be able to apply for a student maintenance loan to help with accommodation and living costs.

Other support is available for certain groups of students, for example, students with disabilities and students with dependent children. If you're in financial hardship, you may also be eligible for help from your university. The student services department will be able to advise you about the support available.

Funding for early years initial teacher training

Funding is available for early years teacher training in the form of a grant and a bursary. The grant is typically available to all graduates while the bursary is paid to those with a 2.2 or higher. The actual amount you'll receive will depend on the class of your degree. Specific information is released in the autumn.

Funding for training to work in FE

Tuition fee loans from Student Finance England are available to both full-time and part-time trainees (if the trainee meets the required criteria) for PGCE or similar programmes accredited by a higher education institution. Full-time students may also apply for maintenance loans. Loan support may be available for level 5 programmes accredited by other awarding organisations – contact your chosen provider for further information. 

**You could be eligible
for a tax-free bursary or
scholarship.**



Funding your training

Find out about bursaries, loans, grants and scholarships for teacher training in England.

Do you want to train...



...in Northern Ireland



- **Stranmillis University College**
 - A one-year PGCE Early Years (3-8 years old) course.
- **St. Mary's University College and Stranmillis University College** (both colleges of Queen's University Belfast) also offer four-year BEd courses in both primary and post-primary teaching.

Funding teacher training in Northern Ireland

Funding for students from Northern Ireland is similar to that for students in England although there are some small differences. Find out more about funding from Student Finance NI at www.studentfinancenl.co.uk. Universities may offer additional bursaries; contact your institution for further information.

More information on funding and where to get it is available from targetjobs.co.uk/teaching.

The curriculum in Northern Ireland

The structure of the curriculum is similar to England and Wales and is split into primary (Foundation Stage, Key Stages 1 and 2), post-primary or secondary (Key Stages 3 and 4) and post-16 education. The curriculum itself is more flexible, providing time to teach students other skills. Some grammar schools run their own selection tests.

Students in Northern Ireland take GCSEs and A levels, similar to those in England and Wales.

Becoming a teacher

On completion of an ITE course, you must obtain eligibility-to-teach status. You then go on to participate in a three-year professional development programme.

The minimum starting salary for a newly qualified teacher is £23,199.

Useful links

- Queen's University Belfast School of Social Sciences, Education and Social Work
www.qub.ac.uk/schools/ssesw
- Ulster University School of Education
www.ulster.ac.uk/faculties/arts-humanities-and-social-sciences/education
- Stranmillis University College, Queen's University Belfast
www.stran.ac.uk
- St Mary's University College, Queen's University Belfast
www.stmarys-belfast.ac.uk
- Department of Education www.education-ni.gov.uk @

To qualify as a teacher in Northern Ireland, you can go down the 'consecutive' route, where you study for a PGCE after your first degree, or the 'concurrent' route, where you complete a Bachelor of Education (BEd) instead.

Applying for a course

PGCE courses in Northern Ireland aren't covered by UCAS Teacher Training and you'll need to contact the institution directly. The following institutions provide initial teacher education (ITE) in Northern Ireland:

- **Queen's University Belfast**
 - One-year PGCE post-primary courses in English, mathematics, science, modern languages, religious education, social sciences and information technology/computing.
- **Ulster University (Coleraine)**
 - A one-year PGCE primary course.
 - A one-year PGCE post-primary course (for university graduates holding relevant degrees). Subject specialisms include art and design, English with drama and media studies, geography, history, home economics, music, physical education, and technology and design.
- **St. Mary's University College Belfast**
 - A one-year PGCE primary course for teaching in Irish medium schools.
- **Queen's University Belfast and Ulster University** have partnered with **St Mary's University College** to offer an Irish-medium (IME) option for students wanting to become teachers in Irish-medium in post-primary schools. This option is available for all their post-primary PGCE courses, and on completion of the PGCE you will also receive a Certificate in Bilingual Education.



...in Scotland

The Postgraduate or Professional Graduate Diploma in Education (PGDE) is the main graduate entry route into teaching in Scotland and is available from a number of Scottish universities. You'll follow a university-led programme of initial teacher education (ITE) – initial teacher training (ITT) in England and Wales. Training providers look for evidence of commitment to the profession, classroom or other experience of working with children and young people, and the personal qualities needed to be a good teacher. During the COVID-19 pandemic, you may need to be more creative about how you gain relevant experience. It's important that you speak to training providers about what they expect in terms of classroom experience.

The minimum entry requirements for a PGDE course are set by the General Teaching Council for Scotland (GTCs), but universities have the freedom to select applicants based on their own admissions policies and selection criteria. For some programmes, they may ask applicants to have more than the minimum requirements.

Are you eligible to apply?

All PGDE candidates need a valid undergraduate degree. The other qualifications required depend on whether you are applying to teach primary or secondary.

The minimum entry requirements for a PGDE primary also include the following:

- National qualification in English at SCQF (Scottish Credit and Qualification Framework) Level 6 (eg Higher Grade) or an accepted equivalent.
- National qualification in mathematics at SCQF Level 5 (eg National 5) or an accepted equivalent.

These are the minimum entry requirements for a PGDE secondary:

- Your degree should normally contain 80 SCQF credit points relevant to the subject area. 40 credit points must be at SCQF Level 8 or above. Credit from a masters degree may be considered but universities must be convinced of the relevance of the credits to teaching the subject. To qualify to teach more than one subject, appropriate credit points can be counted for entry to both subjects.
- National qualification in English at SCQF Level 6 (eg Higher Grade) or an accepted equivalent.
- National qualification in mathematics at SCQF Level 5 (eg National 5) or an accepted equivalent.
- Some secondary subjects have additional specific entry requirements.

You can find out more about the requirements from Teach in Scotland teachinscotland.scot.

Which Scottish universities offer initial teacher education?

Scotland has several training institutions. Not all providers offer all possible PGDE courses, so research training providers thoroughly before applying.

- University of Aberdeen
- University of Dundee
- The University of Edinburgh
- Edinburgh Napier University
- University of Glasgow
- University of the Highlands and Islands
- Queen Margaret University
- Royal Conservatoire of Scotland
- University of Strathclyde
- University of the West of Scotland.

Applications to Scottish universities are made through the central UCAS application system. All students on

“The Professional Graduate Diploma in Education (PGDE) is the main graduate entry route into teaching in Scotland.”

courses of initial teacher education are required to be members of the Protecting Vulnerable Groups (PVG) scheme run by Disclosure Scotland www.mygov.scot/pvg-scheme.

You can find out more about teaching unions in Scotland and the benefits of belonging on page 40.

Funding teacher training in Scotland

Funding in Scotland operates differently from the rest of the UK. For eligibility, information and advice on funding, visit the student Awards Agency Scotland website, www.saas.gov.uk.

Teaching in further education (FE) in Scotland

FE lecturers in Scotland are not required to be registered with the GTCS. However, if you want to be considered for registration you must have been awarded a Teaching Qualification (Further Education), also known as TQFE, or a comparable teaching qualification.

Three universities in Scotland currently offer the TQFE: University of Aberdeen, University of Dundee and University of Stirling. Applications are made directly to the institution. The TQFE does not qualify you to teach in a primary or secondary school.

Other teacher training routes in Scotland

Although new initiatives to qualify have been introduced to increase diversity and flexibility in the profession, the PGDE currently remains the most common graduate route. Contact individual institutions directly about possible alternative routes to qualification, which often represent a particular need in a local area.

Other options include taking a four-year undergraduate degree course that will qualify you to teach, or a combined undergraduate degree programme that allows you to study a subject and an initial teacher education programme at the same time. Contact individual course providers for details.

Getting a teaching job if you trained outside Scotland

All teachers in state and independent schools in Scotland must hold a teaching qualification and be registered with the GTCS.

Teachers who qualified outside Scotland are not automatically allowed to teach. You will need to apply for GTCS registration and follow the registration route based on where you qualified. For more information on eligibility and how to register, visit the GTCS website.

Teachers qualified in Scotland should be able to apply for qualified teacher status in England and Wales, and can find out more via www.gov.uk/guidance/qualified-teacher-status-qts.

The curriculum in Scotland

Scotland's Curriculum for Excellence (CfE) applies to all young people aged 3–18 in any educational setting. CfE's purpose is to offer learners a coherent curriculum with more choice and flexibility in how they learn. More information about CfE is available from Education Scotland education.gov.scot.

The Teacher Induction Scheme

On successful completion of a PGDE, graduates attain the Standard for Provisional Registration (SPR). To meet the Standard for Full Registration (SFR), graduates undertake a period of probationary teaching.

The Scottish Government guarantees a one-year (190 teaching days) probationary placement on the Teacher Induction Scheme (TIS) for all eligible graduates in state schools. Probationers in independent schools complete the Flexible Route (see below).

Probationers may be given a place in one of five preferred authorities they choose, or they may opt for the Preference Waiver Payment. This option offers an £8,000 incentive payment to secondary teachers and £6,000 payment to primary teachers to undertake their probationary year in any authority the GTCS chooses. The starting salary for a newly qualified teacher is £26,697.

The Flexible Route

If you're not eligible, do not wish to join the TIS, would prefer part-time work, are teaching in an independent school, or want to achieve full registration in a second subject, the Flexible Route is another way to gain the SFR. Probation can take up to 270 days to complete through this route and probationers must find their own post.

Useful links

- UCAS www.ucas.com
- Teach in Scotland teachinscotland.scot
- Education Scotland education.gov.scot
- Disclosure Scotland www.mygov.scot/disclosure-types
- General Teaching Council for Scotland www.gtcs.org.uk
- Scottish Credit and Qualifications Framework www.scqf.org.uk @



Training to teach in Wales is broadly similar to training to teach in other parts of the UK, but you should be aware of some key differences. The university-based Postgraduate or Professional Certificate of Education (PGCE) route is the same.

There are, however, two new routes to qualifying as a teacher in Wales – the salaried PGCE and a part-time PGCE. Both these routes are available for primary and secondary teaching and are delivered by The Open University in Wales.

The salaried PGCE is a two-year, employment-based route that combines full-time work as a teaching assistant or other non-teaching role with part-time study for the PGCE qualification with qualified teacher status (QTS). The Open University can help you find a school that is willing to sponsor you if you're not already working in a state school. The Welsh government covers the costs of your studies with a training grant.

The part-time PGCE, also two years, is a self-funded route and allows flexibility around your current job or other commitments. There are 120 days of school placements over the two years. For more information on the new routes, see The Open University at open.ac.uk/postgraduate/qualifications/k36.

You can also study for an undergraduate BA Hons Primary leading to QTS. Courses last three years full time.

Are you eligible to apply?

You will need all the basic requirements, including:

- GCSE maths and English grade B or higher for all training routes and GCSE science grade C or higher for primary PGCE or physical education secondary PGCE. Applicants who don't have the required maths and English grades can sit equivalency tests. See individual course providers for further details.

- Enhanced disclosure check by the Disclosure and Barring Service.

Individual providers will have literacy and numeracy tests that you need to pass in order to be accepted on the course. These are usually administered during the interview process. You may also be asked to take a digital competency test by some providers.

Each teacher training provider will have different requirements, so it's worth checking your educational background with them before applying. Normally, you will need a 2.2 or above, but a 2.1 is essential for some PGCE courses. It is expected that a significant proportion of your degree will be in the subject you wish to teach. However, there may be some flexibility for certain subjects. For primary teaching, you should have some education relevant to one of the national curriculum subjects, such as an A level or degree.

Which universities in Wales offer teacher training courses?

- **Aberystwyth Initial Teacher Education (ITE) Partnership**
- **CaBan** (Bangor University and the University of Chester)
- **Cardiff Partnership** (Cardiff Metropolitan University working in collaboration with its associated schools, Cardiff University, the University of Oxford and other partners)
- **Swansea University Schools' Partnership**
- **The Open University ITE Partnership**
- **University of South Wales ITE Partnership**
- **Yr Athrofa Professional Learning Partnership (APLP)** (University of Wales Trinity St David, Carmarthen and Swansea)

Applying for a course

Applications usually open in October for entry in the following September and are through the UCAS Teacher

Training website. In Apply 1 you can apply for up to three choices. If you have not received an offer during the first round of applications, or if you decide you don't want to accept an offer and apply elsewhere, you can proceed to Apply 2 and submit further applications to training providers one at a time.

To apply for the salaried PGCE or the part-time PGCE you need to apply directly to The Open University in Wales.

Funding teacher training in Wales

As a trainee teacher you may be able to access funding and support while you are training. This will vary depending on the subject you are training to teach, where and how you train, as well as where you normally live and your personal circumstances. To find out what you are eligible for, contact your Student Finance Company at studentfinancewales.co.uk.

The Welsh Government provides financial incentive grants for teacher training. Your eligibility for these will depend on a range of factors, including what subject you are training to teach, your degree classification, and whether you have a masters or PhD. Those who are training to teach in Welsh-medium secondary schools or to teach Welsh as a second language at secondary level may also be eligible for the Welsh Government's Iaith Athrawon Yfory Incentive Scheme. For full details of the financial incentives available, see Discover Teaching at discoverteaching.wales.

The curriculum in Wales

A new curriculum and assessment framework for pupils aged 3 to 16, Curriculum for Wales 2022, is being rolled out in schools across Wales. The previous key stages 2, 3 and 4 will disappear while the Foundation Phase (ages 3 to 7) will remain in principle but will become part of one seamless curriculum for ages 3–16.

Becoming a teacher

To teach in a maintained school in Wales as a newly qualified teacher (NQT), you must be registered with the Education Workforce Council (EWC). You can find out more from the Welsh government's website.

There are Welsh-medium, English-medium and bilingual schools. If you apply to teach in a Welsh-speaking school, the ability to teach in the Welsh language will be necessary. Welsh is a core subject, compulsory for all students up to 16, and if you wish to teach in a primary school in Wales, you'll be required to learn and teach basic Welsh.

For information on the teaching pay scales in Wales, see the NASUWT website – www.nasuwt.org.uk.

Useful links

- Education Workforce Council (EWC) www.ewc.wales
- Welsh government website for information on training and induction learning.gov.wales/resources/improvementareas/workforce-development
- Student Finance Wales www.studentfinancewales.co.uk @



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Course providers

Use this table as a starting point to research course providers in England, Wales, Scotland and Northern Ireland.

[illegible]

Course provider	Contact	Course provider	Contact
University of Sunderland	sunderland.ac.uk	South Birmingham SCITT	southbirminghamscitt.org.uk
Teesside University	tees.ac.uk	Keele University	keele.ac.uk
North West		Maryvale Institute	maryvale.ac.uk
University of Chester	chester.ac.uk	Newman University	newman.ac.uk
Cumbria Primary Teacher Training (SCITT)	www.cptt.co.uk	Staffordshire University	staffs.ac.uk
University of Cumbria	cumbria.ac.uk	The Titan Partnership Ltd (SCITT)	titanteachertraining.co.uk
Edge Hill University, Liverpool	edgehill.ac.uk	University of Warwick	warwick.ac.uk
Liverpool Hope University	www.hope.ac.uk	West Midlands Consortium (SCITT)	wmc.ttonline.net
Liverpool John Moores University	ljmu.ac.uk	University of Wolverhampton	wlv.ac.uk
University of Manchester	manchester.ac.uk	University of Worcester	www.worc.ac.uk
Manchester Metropolitan University	mmu.ac.uk	Yorkshire and the Humber	
South East		Bradford College	bradfordcollege.ac.uk
University of Brighton	brighton.ac.uk	University of Huddersfield	hud.ac.uk
Canterbury Christ Church University	canterbury.ac.uk	University of Hull	hull.ac.uk
University of Chichester	chi.ac.uk	University of Leeds	leeds.ac.uk
Kent and Medway Training (SCITT)	kmtraining.org.uk	Leeds Beckett University	leedsbeckett.ac.uk
Oxford Brookes University	brookes.ac.uk	Leeds Trinity University	leedstrinity.ac.uk
University of Oxford	ox.ac.uk	The University of Sheffield	sheffield.ac.uk
University of Portsmouth	port.ac.uk	Sheffield Hallam University	shu.ac.uk
Portsmouth Primary SCITT	portsmouthscitt.co.uk	University of York	york.ac.uk
Primary Catholic Partnership	pcp-scitt.org.uk	York St John University	yorksja.ac.uk
University of Reading	reading.ac.uk	Northern Ireland	
University of Southampton	southampton.ac.uk	Ulster University	ulster.ac.uk
University of Sussex	sussex.ac.uk	Queen's University, Belfast	qub.ac.uk
University of Winchester	winchester.ac.uk	Stranmillis University College	www.stran.ac.uk
South West		St Mary's University College	stmarys-belfast.ac.uk
Bath Spa University	bathspa.ac.uk	Scotland	
Bournemouth, Poole and Dorset training partnership (SCITT)	bpdscitt.org.uk	University of Aberdeen	abdn.ac.uk
University of Bristol	bristol.ac.uk	University of Dundee	dundee.ac.uk
Cornwall SCITT	cornwallscitt.org	University of Edinburgh	ed.ac.uk
Devon Primary SCITT	dpsscitt.ac.uk	University of Glasgow	gla.ac.uk
University of Exeter	exeter.ac.uk	University of the Highlands and Islands	uhi.ac.uk/en
Gloucestershire Initial Teacher Education Partnership	gitep.org.uk	University of Strathclyde	strath.ac.uk
University of Gloucestershire	glos.ac.uk	University of the West of Scotland	uws.ac.uk
The Learning Institute (SCITT)	learninginstitute.co.uk	Wales	
University of Plymouth	plymouth.ac.uk	Cardiff University	cardiff.ac.uk
Poole SCITT	poolescitt.co.uk	Cardiff Metropolitan University	cardiffmet.ac.uk
Somerset SCITT Consortium	somersetscitt.co.uk	North & Mid Wales Centre of Teacher Education	caagcc.ac.uk/index.php/en
South West Teacher Training (SCITT)	swtt.net	University of South Wales	southwales.ac.uk
Swindon SCITT	thelifecloud.net/schools/swindonITE	University of Wales Trinity Saint David (UWTSD)	uwtsd.ac.uk
University of St Mark & St John	marjon.ac.uk	West Midlands	
University of the West of England, Bristol	uwe.ac.uk	University of Birmingham	birmingham.ac.uk
West Midlands		University College Birmingham	ucb.ac.uk
University of Birmingham	birmingham.ac.uk	Birmingham City University	bcu.ac.uk

Career paths in education



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Key stages explained

Y

ou need to understand the different key stages of children's education and familiarise yourself with the national curriculum requirements for different age groups. You can see the relevant age groups and qualifications set out in the table below.

What subjects do you teach at primary schools?

The national curriculum sets out the subjects to be studied at each key stage. Primary schools cover the Early Years Foundation Stage (EYFS), KS1 and KS2 (school years reception to year 6).

You'll need to be confident about teaching a wide range of national curriculum subjects to become a primary school teacher, including English, maths, science, design and technology, and computing (formerly known as information and communication technology, or ICT). The other compulsory national curriculum subjects for primary schools are history, geography, art and design, music and physical education.

The national curriculum makes language teaching compulsory at KS2. Primary schools must also teach religious education and are advised to teach citizenship and personal, social and health education (PSHE).

What subjects do you teach at secondary level?

Teacher training for secondary schools involves specialising in a particular subject. However, in practice, once you start work you may well teach a subject other than the one you specialised in.

Secondary schools cover KS3 and KS4 (school years 7 to 11) and sometimes post-16 education too. The compulsory national curriculum subjects are broadly the same as for primary, with the addition of citizenship. Schools must also provide religious education (RE), relationship and sex education (RSE) and careers guidance. Other subjects outside the core list are also offered such as art, drama and media studies. ☺

AGE	3–5	5–7	7–11	11–14	14–16	16–19
STAGE	Early Years Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post-compulsory education
YEAR	Reception	Years 1 and 2	Years 3, 4, 5 and 6	Years 7, 8 and 9	Years 10 and 11	Years 12 and 13
TEST/QUALIFICATIONS/ASSESSMENT		Individual teacher assessment against national curriculum attainment targets	National curriculum literacy, numeracy and science tests towards the end of KS2	Individual teacher assessment against national curriculum attainment targets	Children take GCSEs or other national qualifications at the end of year 11	A levels and a range of vocational courses can be taken

Focus on learning through play

Find out about training to teach children aged under five.

Early years education is about developing learning through play for all children from birth to five years old. In schools, this is provided by qualified teachers in nursery classes or reception classes, who have completed early years initial teacher training (EYITT). They typically work closely with other professionals such as teaching assistants or nursery nurses.

The government wants to attract more high-quality graduates to early years teaching, and has introduced the specialist role of early years teacher to support this. Early years teachers are expected to meet the same entry requirements as primary school teachers. The Teach First and School Direct programmes now cover early years education.

The Early Years Foundation Stage

The Early Years Foundation Stage framework for under-fives focuses on key areas such as personal, social and emotional development, physical development, and communication and language. It is used by all professionals who work with children of this age, including childminders, and in settings such as children's centres, pre-schools and day nurseries. All three- and four-year-olds in England are entitled to 15 hours a week of free early years education (some may be entitled to 30 hours), and two-year-olds from the least advantaged backgrounds are also entitled. There are different schemes in Scotland, Wales and Northern Ireland.

Early years teacher status

Early years initial teacher training leads to early years teacher status (EYTS). The pay and conditions for early years teachers are largely determined by employers at a local level. Early years teachers can find work in private, voluntary and independent early years settings, such as preschools and nurseries, and in the reception classes of academies, free schools and independent schools. You can also work in a nursery or reception class in an LA maintained school, but must have QTS in order to lead a class.

Leadership roles in children's centres

Children's centres were established to provide high-quality, integrated early years services to communities. This can include family support and health services and activities for parents as well as early education and childcare.

Children's centres may also be based in schools that offer extended services. Children's centre managers need experience of managing services for children and their families, plus a relevant degree-level qualification. ☺



Multitaskers wanted

You could teach across the range of subjects or train to specialise.

Primary schools provide initial compulsory education and include infant schools (for children aged 5–7), junior schools (7–11), and combined junior and infant schools (for all under 11s). In addition, many primary schools run a foundation class for pupils in the year before they begin compulsory education. Some parts of England operate a slightly different system in which children aged 5–8 attend a first school then progress to a middle school (various age ranges from 8–14), before attending an upper school.

Teachers are responsible for the delivery of all subjects within the framework of the national curriculum, with particular emphasis on the core subjects of literacy, numeracy and science. Teachers are also accountable for testing that takes place at the end of Key Stages 1 and 2.

Class sizes can vary enormously (from 20 to 40, depending on the size and structure of the school and age of the children). If a class is relatively large, it may be split into a number of separate groups for different subjects so the whole class is rarely taught together.

The role of support staff

Work/life balance for teachers has been improved by increasing the number of support staff in schools, which has reduced the number of administrative tasks a teacher has to do. A minimum of ten per cent of the working week is planning, preparation and assessment (PPA) time, to ease teachers' workloads.

Specialist training

Classroom teachers need broad subject knowledge and many primary teachers take three- or four-year BEd courses that give them the skills to prepare for the classroom. Alternatively, graduates can follow the PGCE (PGDE in Scotland), SCITT, Teach First or School Direct training programmes.

The government wants more primary schools to be able to employ teachers who can work as specialist subject teachers in the sciences, mathematics, languages or other subjects. As a result of this, primary ITT courses are available in a range of subjects.

Multitaskers wanted

The ability to multitask is vital for being an effective primary teacher. Even if you're speaking to one child, you still need to be aware of what's going on in the rest of the classroom to anticipate and avoid potential problems. A good sense of humour can also be a bonus.

It's extremely rewarding to see how far a child has developed in the year you've been teaching them – it's great being able to help individuals achieve things they didn't know they could. ☺

PRIMARY



Love your subject

You need to like teenagers to teach at secondary level.

Secondary education is compulsory for those between the ages of 11 and 16, but as a secondary school teacher you may be teaching young people up to the age of 18. This depends upon whether your secondary school has a sixth form – many secondary schools in metropolitan areas, for example, no longer have a sixth form so post-16 education is provided by separate sixth-form colleges. This can make a difference to where you choose to teach, particularly for science teachers who are required to teach all sciences to Key Stage 4 and only get to specialise in their degree subject in post-16 education.

The national curriculum sets the pattern for secondary education but there's huge diversity in how this pattern works in schools, particularly with the increase in the number of academies and independent schools. Secondary schools also offer subjects outside the core national curriculum list, such as drama, dance and media studies, and there are ITT courses available that specialise in these.

Changing qualifications

The GCSE, AS and A level qualifications in England are being reformed. The new subjects are being introduced gradually and have more demanding content. The system is moving to a linear structure, so students take all of their exams at the end of the course. A new grading system of numbers, instead of letters, has been introduced for GCSEs.

New T level courses are also being introduced. These will be of an equal standard to A levels, offering a technical, as opposed to academic, route. The new T levels are being rolled out in phases.

Do you fit the bill?

You have to like teenagers to teach at secondary level and not feel intimidated by them. Empathy and sympathy are important, as well as organisational and time management skills. It's also vital to be calm as you will come up against both teachers and pupils who will test your patience. Energy and enthusiasm are essentials but this doesn't mean you have to be wildly extroverted or exceptionally charismatic – some of the best teachers are quiet people who love their subject and can transmit this enthusiasm to children.

Love your subject

There is still an emphasis on exam success and this can put pressure on teachers. You can have days that are frustrating and distressing, especially if you work with children who have difficult backgrounds. However, it can be rewarding to know that you can really make a difference. You get a chance to pursue a subject you really love and keep on learning while teaching others. It's also never dull working with young people. 🍷

Education beyond the classroom

Whether or not you are a qualified teacher, education offers many career options.

Whether you have qualified as a teacher and are looking for other options, or are interested in working in education but not in a classroom environment, there are many different career paths open to you. Experience of teaching could open up a career in environmental, health or museum education.

Alternatively, you could take on an advisory role with a local authority or move into administration and become a school manager or bursar. A teaching qualification is not a prerequisite for many jobs that involve education, but it is often beneficial.

Further education and sixth-form colleges

There are various different paths you can take within the further education sector, depending on the kind of role you would like. Further education (FE) colleges typically offer vocational and academic qualifications to students who have finished their compulsory education. Sixth-form colleges cater for pupils aged 16 to 19 who are studying for their A levels, NVQs or other post-GCSE qualifications. Other further education institutions include independent training providers, offender learning and the armed and uniformed services.

What qualifications do you need to teach in FE?

It is possible to get a lecturing job in further education without a teaching qualification, as institutions are allowed to set their own entry criteria. However, it will undoubtedly enhance your prospects to have an appropriate qualification and make it easier to find employment.

Available qualifications are:

- Level 3 Award in Education and Training: a short introductory course including peer-to-peer teaching practice, which you can take without the need to have a placement or be employed as a teacher.
- Level 4 Certificate in Education and Training: develops practical teaching skills and includes a minimum of 30 hours of teaching practice.
- Level 5 Diploma in Education and Training: training for a full teaching role which includes educational theory and a minimum of 100 hours of teaching practice. It's possible to include specialist training at this level in literacy, English for Speakers of other Languages (ESOL), mathematics or special educational needs (SEN).

Various factors can be taken into consideration when deciding on the appropriate level of teaching qualification, such as previous experience, qualifications already held and employer expectations. So for example, a trainee teacher can start at the Level 5 Diploma without having necessarily achieved the previous two.

PGCE in post-compulsory education

Higher education institutions, and their associated colleges, offer a PGCE in post-compulsory education and training and this is the most usual route for new graduates. The qualification incorporates the requirements of the Level 5 Diploma and contains additional units at a higher level. It can be undertaken either as a full-time one-year course or completed part time. You might need a degree in the subject you wish to teach.

More information is available from FE Advice www.feAdvice.org.uk and the Society for Education and Training set.et-foundation.co.uk.

Higher education

You normally need a masters or PhD qualification in your specialist subject in order to become a university lecturer. A formal teaching qualification is not essential before you begin, but you can study for teaching qualifications once in post. Advance HE accredits university teaching and learning CPD (continuing professional development) courses.

Adult, community and voluntary education

Lecturers and tutors in adult and community education cover a vast range of subjects, from the creative arts to adult literacy and numeracy skills and assessed IT courses. They typically work part time on a sessional or freelance basis and are employed in a variety of settings, including adult education institutions run by local authorities, community colleges and FE colleges.

New teachers and their employers can take various factors into account when deciding if they require further training – including existing qualifications and experience.

Teaching English as a foreign language (TEFL)

TEFL can be an appealing option for graduates who are interested in teaching overseas. There are hundreds of language schools throughout the UK providing courses for foreign students, but most TEFL work takes place in other countries around the world. Employers include commercial language schools, education and development organisations, volunteer organisations, large companies and the British Council.

TEFL qualifications are offered at universities and colleges across the UK. The most widely recognised qualifications are the Cambridge certificate (CELTA – Certificate in Teaching English to Speakers of Other Languages) and the Trinity CertTESOL (Certificate in Teaching English to Speakers of Other Languages).

TESOL or English Language Teaching (ELT) are frequently used as umbrella terms for the teaching of English to those whose first language is not English. Note that in some countries you will need QTS as well as a recognised TEFL qualification.

Teachers of ESL (English as a second language) typically work with students who will use English instead of their native language for everyday purposes after settling in an English-speaking country. You normally need QTS for ESL posts in schools in the UK. If you're interested in teaching in post-16 education, your qualifications and experience will be taken into account by your prospective employer.

There's the option of specialist training in ESOL (English for Speakers of other Languages) with the Level 5 Diploma in Education and Training.

Special educational needs (SEN)

Children with SEN often have learning difficulties or disabilities that make it harder for them to learn or access education than their peers. These range from physical and medical conditions such as cerebral palsy and Down's syndrome to emotional or behavioural problems. Other relevant conditions include dyslexia, hyperactivity and autism, as well as visual, hearing and speech impairments. Some SEN pupils are gifted and talented individuals who need an advanced programme of learning.

Most children with SEN are educated in mainstream schools, all of which will employ some staff with special responsibilities in this area. For example, SENCOs (special educational needs co-ordinators) are class teachers with extra responsibility for overseeing mainstream school provision for pupils with special needs.

Children whose needs cannot be met in mainstream provision are educated in special schools. Many of these are state-funded, but others are independently funded and managed by charities, often specialising in a particular disability. The majority of teachers in special schools have had mainstream teaching experience.

There is no specific qualification for teaching in a special school. Some postgraduate courses specialise in SEN teaching and some initial teacher training (ITT) courses offer SEN modules.

Out-of-school learning

The vast majority of schools offer extended services such as homework clubs, breakfast clubs and holiday clubs that are run on the site outside the normal school day. These offer employment opportunities for a wide range of professionals, including qualified teachers and early years graduates.

Out-of-school services may be provided by private businesses, social enterprises or charities, as well as the school. Information on local provision of services can be found through the local authority's Family Information Service.

Tutoring

If you are interested in teaching but are put off by the prospect of managing a large class in a school, tutoring could be an appealing career option.

Private tutors typically use their students' homes for one-to-one or small-group teaching. Many are qualified teachers, but some agencies employ students or graduates who do not have previous teaching experience. The subjects in most demand tend to be maths, science and modern foreign languages, and there may also be demand from students who have special educational needs, or who wish to be taught English as a second language.

Distance-learning tutors may be employed by correspondence schools, or may provide education online, for example, delivering video tutorials and facilitating online forums. ☺



Which kind of school will you teach in?

Get to grips with the different types of school in the UK.

Education in the UK falls into two sectors: state-maintained and independent. Independent schools are sometimes called private or public schools and receive no direct income from the state.

There are about 2,500 independent schools in the UK.

State-maintained schools are generally required to follow the national curriculum and, in England and Wales, their budgets are usually in the hands of the local authority (LA). However, some types of maintained school have greater flexibility and budgetary control. Maintained schools are inspected by Ofsted (Office for Standards in Education, Children's Services and Skills).

The main types of state-maintained school are:

- Community schools: wholly controlled by the LA and not influenced by business or religious groups.
- Foundation and trust schools: controlled principally by a trust and governing body.
- Voluntary-aided and controlled schools: mainly religious or faith schools. A charitable foundation, often a religious organisation, is usually involved in the school in some way. However, in voluntary-controlled schools, the LA employs the staff and sets the admissions criteria, rather than the governing body.
- Academies: may have businesses, faith groups or voluntary groups as sponsors. They are publicly funded by central government and have some freedom from the national curriculum.
- Free schools: not-for-profit, government-funded schools, which have some freedom from the national curriculum. They can be set up by charities, universities, businesses, educational groups, teachers or groups of parents.

There are some other types of school that have specific admissions criteria. Some of these may also have academy or free school status.

Specialist schools are secondary schools that teach the whole curriculum but focus on a particular subject area. Both maintained and non-maintained schools can apply for specialist status.

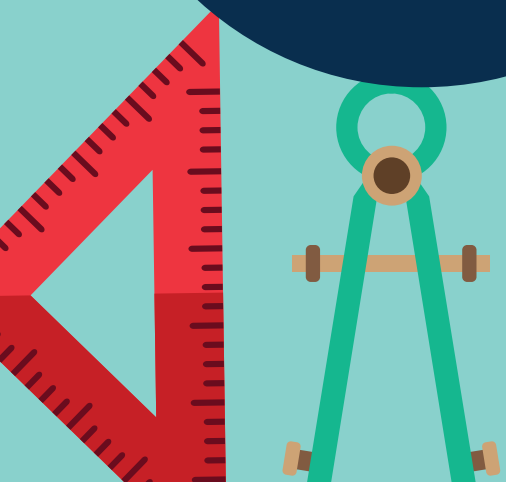
Pupil referral units provide education for pupils who cannot attend school, for example, due to medical reasons, pregnancy or exclusion.

Special schools can be either independent or maintained, and provide education for pupils with learning difficulties or disabilities that are too severe for them to integrate within a mainstream school.

Independent schools are funded by fees and do not have to teach the national curriculum. They must be registered with the government and are inspected regularly. About half are inspected by Ofsted, while associations of schools belonging to the Independent Schools Council (ISC) are inspected by the Independent Schools Inspectorate.

Some independent schools do not offer an induction year for NQTs. You may also be able to teach in an independent school without a formal teaching qualification, as independent schools do not have to employ teachers with QTS, though most do. Teaching in a school abroad is also an option. To do this, it's likely you'll need an academic qualification such as a PGCE as this is internationally recognised. QTS without a PGCE may not be enough for some countries and you should check exact requirements with the Department for Education in the country in which you wish to teach. ☺

Applications and interviews



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How to apply for teacher training

Find out about the teacher training application systems and deadlines.

Teaching has become an increasingly attractive career choice for graduates in recent years. This has meant stiff competition for teacher training places. If you want to be in with a chance of getting onto the course or training programme you want, it's vital to apply in good time. However, you should also keep looking out for new places becoming available, as this will happen throughout the year.

How the application system works

Postgraduate teacher training applications in England and Wales are made through either UCAS Teacher Training (UTT) or the new GOV.UK service, Apply for teacher training. The application form is the same for PGCE courses, SCITT schemes, School Direct programmes, Postgraduate Teaching Apprenticeship programmes and some programmes for FE teaching.

The new Apply for teacher training service went live in November 2019 and will eventually replace UCAS Teacher Training. It is being rolled out so that all providers and courses will use the new service by October 2021. Until then the two application services will run side by side. You'll be able to see which service your chosen provider is using when you search for courses. If all your chosen courses are available through the new service, it's recommended you use that. If not, you can use both services at the same time as deadlines, timeframes and the way your application is processed is the same for both services.

When should you apply?

The application process opens for browsing early in October and you can apply shortly after this date. You should apply as soon as possible to maximise your chance of getting the training place you want. You can only apply for a training programme when it's open – you can check this when searching for a programme. You can apply to three different providers at the same time (choosing from any route, age group or subject) in the first phase

(Apply 1), but after this period you can only apply to one provider at a time (Apply 2/Apply Again).

How to complete the online form

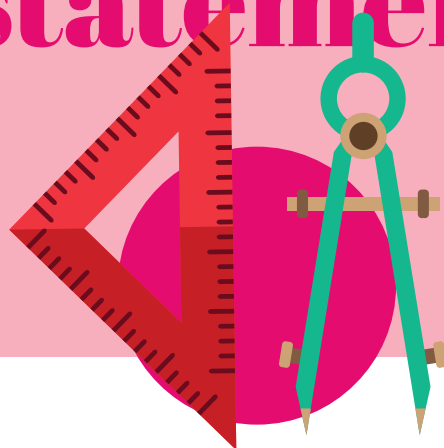
Don't rush the application. You can save your progress, so you don't need to fill in everything at once. You are asked for two referees, and you will need to obtain both these references before you can submit your form. If you're applying through UTT and you're still at university or you got your degree within the last five years, one reference must be from someone at your university who can comment on your academic ability and potential. If you're applying through the new GOV.UK service there is no requirement for it to be an academic referee. The other reference can be from someone who knows you from work or who can comment on your character and your potential as a teacher. If you're applying for a School Direct training programme (salaried), one reference must be from an employer you have worked for. If it is from a school you have been, or are, employed by, it must be supplied by the head teacher.

Print out a copy of your application before sending it so you can read it over before interviews. You should find out quickly whether you are progressing to the next stage, as providers only have 40 working days in which to make a decision and are not allowed to hold onto applications after that.

If you are offered a place after taking part in the selection process, you will need to make your own decision within ten working days, so it will help to be clear in your own mind about your preferences.

If you are an EU/non-EU student applying for teacher training in the UK, you'll need to get a statement of comparability for your overseas qualifications from UK NARIC. Make sure you do this early on as it can take some time. Use the application form to explain why you want to study in the UK and check that your language skills are sufficient to complete the training programme as requirements vary between institutions.📍

How to write a strong personal statement



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hy do you want to teach? What skills make a good teacher, and which of them do you have? What did you do while on work experience in a school, and what did you learn? You'll need

to know the answers to all of these questions and more to write a great personal statement for your teacher training application.

Your personal statement has to be concise, as you only have a limited space to sell your potential to be a successful teacher. You can only write one personal statement for all your choices so make sure it reflects the courses you are applying for, as each provider will want you to show your commitment to your chosen age range and subject.

Write your draft personal statement in a word processing programme so you can check it for spelling and grammar errors. Copy and paste it into the application. Make sure you don't go over the character limit. Draw on your work experience, education and extracurricular activities to back up what you say about your reasons for wanting to teach.

Vague generalisations such as 'I love children' won't help; that needs to come across in the examples you give. Assessors will be looking for candidates who are enthusiastic, committed, communicate ideas clearly, and are capable of analysing their own actions and learning from them.

Points to cover in your personal statement

- Reflect on what you have observed on any work experience in schools. What did you do and learn?
- What else have you done to show you enjoy working with young people or children? In a team? With parents?
- Comment on your work experience in other settings, such as voluntary work and extracurricular activities, and show how the skills you gained will help you become an effective teacher.
- How will the skills, as well as the knowledge, gained from your undergraduate degree help you in the classroom?
- You should also explain anything not made clear elsewhere on the application, such as reasons for restricted geographical mobility.

The personal statement for the new Apply for teacher training service is broken down into three sections with a word limit for each part. The sections are: why do you want to be a teacher, what do you know about the subject/age range you wish to teach, and interview needs. The UCAS personal statement is one page of free text but you need to cover the same topics in both.

Get help!

Personal statements are put through a similarity detection system to make sure they are entirely the candidates' own work. Show your personal statement to a careers adviser or tutor to get feedback. See the Department for Education website getintoteaching.education.gov.uk for more tips on writing your personal statement. ©



The better prepared you are, the more confident you'll be at interview. Before you attend a training provider's selection day, make sure you know about the national curriculum for your subject and age range. It is also important to visit the school or university beforehand, and for many schools this is considered a part of the application process.

Training providers may have changed how they run interviews and selection days due to the COVID-19 pandemic. You should check details with your chosen providers to see how they will complete it all. The information here details how interviews and selection days are typically carried out.

What the panel looks for

Your interviewers will be looking for evidence of the following during the selection process:

- understanding of the teacher's role
- commitment to teaching

Shine at interviews and selection days

Find out what teacher training providers are looking for and how to prepare.



“ If you are asked to give a mini-lesson, interviewers will look at how well you interact with the group, the appropriateness of your material for the age group and your enthusiasm.”

- interest in working with children and young people
- enthusiasm for your subject and how it is taught
- communication and interpersonal skills
- resilience.

You should use every opportunity to bring in examples from your work in schools and show that you can reflect on and learn from your experience. Tell them what you have learned about planning lessons, organising the classroom, assessing learning and adapting to the needs of different students. Don't be afraid to state your views, practical solutions or novel ideas.

The individual interview usually lasts around 20 minutes, but may be anything from five minutes to an hour. Depending on the context, the selection panel could include a lecturer, school governor, head or senior member of a school team, a class teacher, students or young people. Some institutions interview candidates in pairs or a larger group.

Meeting pupils and teaching the mini-lesson

If your selection day includes a visit to a local school or takes place in school, you are likely to spend some time helping in a class or delivering a mini-lesson. If you are asked to give a mini-lesson, you could either be given a selection of topics to choose from in advance, or be given resources such as pictures, books or objects to work with on the day. The mini-lesson usually lasts for 10 to 15 minutes and interviewers will be looking at how well you interact with the group, the appropriateness of your material for the age group, your enthusiasm and your creativity.

Tests at selection days

Providers may set their own literacy and numeracy assessments.

Primary: a maths test might involve fractions, percentages, long division and multiplication, and mental arithmetic. The English task will test spelling, punctuation and grammar. The tests could assess your own ability or take the form of marking a child's work. You could also be asked to do an ICT test or audit.

Secondary: you may have a written exercise, such as a short essay on the qualities of a good teacher, a subject-specific exam or an article with questions to answer. If you're applying for a modern languages course, be prepared to be interviewed in the language you propose to teach and to answer questions about your time abroad. •

Looking ahead to your job hunt



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Your job hunt: what to do when

After you start your teacher training, you'll find that it's time to start job hunting almost as soon as you've settled in. Thinking about what you need to do in advance will save you time and trouble in the long run. Looking ahead to getting hired will also focus your approach to work experience in schools, which can sometimes lead to a teaching job. During the COVID-19 pandemic, the application and interview process may be different from usual. It's important that you read job applications and interview instructions carefully so that you can prepare accordingly.

So where do you look for teaching jobs?

The approach to recruitment varies across schools and local authorities (LAs).

- Some LAs use teacher registration schemes and databases. NQTs complete a single application form and their details are kept by the LA and made available to head teachers with vacancies in their schools. However, schools covered by this system may still advertise specific vacancies, so you shouldn't rely on this alone; keep checking for relevant vacancies in that authority and apply directly for any that interest you, mentioning in your covering letter that your details are already held in the centralised register.
- Pool applications. These are usually for primary posts. Typically, the LA takes up references and carries out criminal records checks before making applications available to head teachers seeking to fill vacancies. Alternatively, it may go a step further, running a pre-selection procedure such as a screening interview and only passing on an approved list of candidates. In some LAs, schools only recruit through a pool system and do not advertise directly, but in many they do and being rejected by a pool doesn't mean that you won't succeed in gaining a job yourself in that authority. Conversely, acceptance into a pool doesn't always guarantee a job, so you should still keep looking.
- Specific vacancies. Individual schools and multi-academy trusts use their own advertisements and selection procedures to recruit.

- You can also make speculative applications directly to schools, though you will probably be more successful if you already have contacts there, perhaps from your work experience.
- Recruitment agencies are handling increasing numbers of teaching applications, including permanent NQT posts. Registration typically involves submitting an application form or a CV and then meeting with a recruitment agent.

Most LAs advertise their vacancies online and many have teacher recruitment pages for NQTs. Some hold open days so applicants can talk to several schools in the area. These are usually in the spring and for primary teaching only.

Other sources of vacancies include your university careers service or education department, teaching fairs and specialist education publications and websites.

Forward planning: when should you start applying for teaching jobs?

- Most LAs advertise their pool arrangements in December or January. You should check for closing dates.
- Vacancies start to appear as early as January. Many vacancies suitable for NQTs are advertised from April.
- Applications to teacher registration schemes and databases should be made early in the spring term.
- The final date by which teachers leaving their jobs in the summer must resign is 31 May, so more jobs appear around this time.
- Independent schools and overseas schools may advertise at any stage throughout the year.

What is the right teaching job for you?

A small rural primary school will face different challenges to a large city academy in a deprived area or a single-sex grammar school. But which would suit you best? When you are preparing to apply to schools for your induction year, consider the following points:

- Location. Be realistic about how far you can commute on top of a working day.



“A flexible approach can make it easier for you to secure a job.”

- Size and type of schools.
- Year group/key stage.
- School performance and reputation.
- Teaching methods.

A flexible approach can make it easier for you to secure a job, as vacancies vary considerably across the country, depending on birth rates, budgets and your subject.

How to research schools before you apply

You need to know the school's outlook, policies and mission to tailor your application:

- Read its Ofsted inspection report and check the achievement tables on the Department for Education website. See how it compares with other schools in the area and get a feel for its approach.
- Browse the school's website and search for relevant local news stories. If possible, talk to people who know the school.
- Visit the school. This will help you to make a better application and to be sure that it's the right choice for you. If it is not possible to visit, try to arrange a phone discussion instead.

Application advice for teaching jobs

When you fill in your application form for a teaching post, you will normally be asked to give the names and addresses of two referees. The form may specify who these should be. If not, the first should be your tutor from your teacher

training course and the second should be either the head teacher of a school where you have done a placement, the classroom teacher you worked with (for primary) or the head of department (for secondary). You should ask your referees for permission before giving their names.

Your CV for teaching jobs should emphasise qualifications and experience that relate to education. You should list your teacher training qualification first in the section on your education, and give details on achievements, special features, options or projects. In the section on your teaching experience, you should give the details of your school experience, including names of schools, dates and year groups, and an overview of each practice (the curriculum you taught, the assemblies you gave, trips and so on). You should also give an indication of the assessment methods you used, your behaviour management strategies and support for SEN pupils, and include any other teaching experience from outside your teacher training programme, such as sports coaching. 📍

Plan ahead for a great application



“Be clear about your vision and beliefs as well as giving strong examples.”

T

hinking ahead about the areas you will need to cover in your personal statement for teaching jobs will help you to clarify what you need to get out of your teacher training. You'll need to be clear about your vision and beliefs as

well as giving strong examples from your teaching practice. You also need to keep your notes on all the work experience you undertook while preparing for your application for teacher training, as this will continue to be relevant.

Your personal or supporting statement should cover the following:

- **Why you are applying.** What you have learned about the LA or the school. Refer to any visits to the school and what you learned from them.
- **Overview of your training course.** Cover the age range, subjects covered and any special features. If you are a PGCE student, you'll need to mention your first degree, your dissertation (if appropriate), any classroom-based research projects and any relevant modules. Also mention if you have studied any masters modules.
- **Your teaching experience.** The teaching practice you undertook during your training course. You should cover the year groups taught, subjects covered, any special features of the practices, such as open-plan, multi-ethnic or team teaching, and your use and understanding of formative and summative assessment practices.
- **Your classroom management strategies.** Give examples of how you planned and delivered lessons, and monitored and evaluated learning outcomes. You'll also need to explain how you managed classrooms and behaviour and worked with assistants or parents in your class.
- **Your visions and beliefs about primary and secondary education.** This is where you will reflect on key policies relevant to the age range you wish to teach, and touch on your knowledge of learning and teaching styles and strategies.
- **Other related educational experience.** This will include the work experience you gained in schools while preparing for your application for teacher training, so it's absolutely vital to hold on to your notes on this. Include any activities that have developed your subject knowledge.
- **Other related skills and interests.** This section will help the school to get to know more about you as a person and how you could 'add value' in a school environment. It is particularly useful to include details of any involvement in working with children, including running clubs, youth work and summer camps.

You should tailor your statement for each new application to emphasise your individual strengths in relation to the role. Make the most of the chance to show that you'd be a good fit. ☺

Interview questions for teaching jobs

Preparation is the key to managing your nerves in any job interview, and the key to preparation is thinking ahead about the kind of questions you are likely to be asked. Forewarned is forearmed. If you are aware from the outset of the subjects that are likely to come up, it'll be easy for you to marshal evidence of your skills from your work experience in schools and your training, and use it in your answers at interview.

With this in mind, we've compiled a list of the areas you should expect to cover and have given some examples of typical questions.

Typical interview questions

Questions about yourself

- What personal interests or hobbies do you have that could be of value to the school?
- What unique qualities can you bring to the school?

Your choice of school/local authority

- The school is part of the community. How would you plan to integrate this community and all it has to offer into your teaching?

Professional issues

- Describe the worst/best lesson you have given. What would you do differently? Why was it successful/unsuccessful?

- If we visited your classroom in October, what could we expect to see?
- What is the role of target setting?

Behaviour management

- What are your views about discipline?
- How would you cope with a child constantly interrupting the lesson?

Primary interviews

- What are your views on the balance between creativity and basic skills?
- How would you ensure the continued improvement of numeracy standards in your class?

Secondary interviews

- How would you motivate year 9 pupils who have lost interest in your subject?

- What are your views on streaming/sets/mixed-ability teaching?

Pastoral care

- What is the role of a form tutor and what relevant experience have you had?

Issues concerning parents

- How would you deal with a hostile or aggressive parent?

Working with colleagues

- What qualities do you have that make you a good team player?

Career development

- How will you develop yourself as a professional teacher?



Types of interview for teaching jobs

Interviews for teaching jobs take various different forms:

- A pool interview is typically held in the offices of the local authority (LA), with a panel made up of a head teacher, an inspector or adviser and perhaps a school governor. Make sure you check the consequences of acceptance or rejection with regard to future opportunities within the LA.
- Interviews for specific teaching posts usually take place at the school and may last up to an hour, with a panel made up of teaching staff at different levels of seniority and governors. The selection process could also involve other activities such as teaching a lesson or part of a lesson, or an interview with pupils – this is becoming more common, even at primary level. 📍

With so many work-related pressures, becoming a member of a union makes sense. This is especially true in the current climate, with parents making increased demands, a litigious culture and high levels of stress.

The benefits of belonging

Teaching is one of the most demanding professions around, so teachers should have access to guidance, support, and legal and professional advice if they need it. Trade unions provide these services and much more, including:

- raising the status of teachers
- campaigning for better schools, resources and teacher-to-pupil ratios
- working for a healthier and safer working environment
- promoting equality in schools and other educational settings such as FE colleges
- providing professional development for teachers
- supporting members experiencing difficulties
- campaigning for better salaries, pensions and conditions of service.

The role of the unions

A teacher trade union is there to operate in your best interests – it's made up of teachers and speaks for teachers. It prioritises teachers' needs, including all their professional, salary, conditions of service and pension needs, and protects and represents them.

Free and paid membership

When you start your teacher training course you can be a member of as many trade unions as you like: they are all free during the initial teacher training period. You can join at your freshers' fair, over the phone or by visiting their website.

Most unions also offer free membership or reduced subscriptions for your first year of teaching. Once you become eligible to pay for membership, most unions will let you spread the subscription cost over the year. Rates for qualified teachers vary according to whether you teach part time or full time.

Choosing a union

Most teachers decide which union to stay with once they start paying a subscription. If you have been a member of one or more unions during your training period, this will

have given you an insight into the services they offer and whether you are happy with these. To help you make the decision, ask yourself the following questions.

- Does the union organise in my geographical area?
- Does the union organise in my sector (eg primary or secondary)?
- What are the union's key policies?
- What legal and professional protection am I entitled to?
- What other benefits and services will the union offer me?
- Does the union offer training and professional development to members?
- Does the union campaign for equal opportunities for teachers and for pupils?
- Is the union affiliated to a political party or to the TUC (Trades Union Congress, which represents the majority of unions in England and Wales)?
- How big is the union?
- How active is the union – do I hear about it in the press and media? 🗣️

Main teaching unions

- ASTI – Association of Secondary Teachers in Ireland www.asti.ie
- EIS – The Educational Institute of Scotland www.eis.org.uk
- INTO – Irish National Teachers' Organisation www.into.ie
- NASUWT – The Teachers' Union www.nasuwat.org.uk
- NEU – National Education Union neu.org.uk
- SSTA – Scottish Secondary Teachers' Association ssta.org.uk
- TUI – Teachers' Union of Ireland www.tui.ie
- UCAC – Undeb Cenedlaethol Athrawon Cymru www.ucac.cymru
- UTU – Ulster Teachers' Union www.utu.edu
- Voice – the union for education professionals www.voicetheunion.org.uk



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