

# The registered teacher programme in England 2006/07

Information to providers



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# About this booklet

This booklet is for schools interested in using the registered teacher programme (RTP) to train a teacher. It provides an overview of the programme and detailed guidance on:

- applying for the RTP
- the organisations involved
- trainee entry requirements
- levels of funding available
- developing training plans
- the standards for qualified teacher status (QTS)
- trainee assessment arrangements
- the award of QTS
- where to go for further information.

The information in this booklet was correct at the time of printing, but may change. Please contact the graduate and registered teacher programmes (GRTTP) advice line (see *Further information* on page 19) or visit the Training and Development Agency for Schools (TDA) website at [www.tda.gov.uk/ebr](http://www.tda.gov.uk/ebr) for the latest details. Please keep this booklet for reference.

# The registered teacher programme: outline

Under the RTP, schools can employ teachers who are not yet qualified and train them on the job. Trainees follow an individual training programme designed to enable them to meet the secretary of state's standards for the award of qualified teacher status (QTS).

The length and content of the training can be flexible, taking account of the trainee's previous achievements. This programme is particularly suitable for mature, well-qualified people who need to earn a living while they train, and who have relevant experience, whether in schools or elsewhere. The RTP is for candidates who have completed at least two years of higher education (or equivalent) and can complete a degree while they train and work as a teacher. The school they train in will need to work with a higher education institution (HEI) that can provide a suitable 'top-up' degree programme. The programme normally takes two years but candidates who have already almost completed their degree studies may be able to train in a shorter time, provided it is not less than one year.

A relevant higher national diploma (HND), a diploma of higher education (DipHE) or 240 credit accumulation and transfer scheme (CATS) points may provide a suitable basis for the RTP. The HEI partner decides whether the candidate is suitably qualified for the RTP. They can use methods such as the assessment of prior learning to establish the credits that can be given towards a degree.

People who want to train through the RTP normally need to find a school willing to employ them as an unqualified teacher, although some providers will support this process. Some schools have experience of employment-based training and work in partnership with HEIs and local authorities to deliver training.

## Applying for an RTP place

Candidates or schools should check the TDA website ([www.tda.gov.uk/ebr](http://www.tda.gov.uk/ebr)) for details of an employment-based routes initial teacher training provider (EBRITTP) or a designated recommending body (DRB) in their area and contact the DRB to enquire about available places. Subject to availability, schools and trainees can apply to an EBRITTP or DRB throughout the academic year. One of the functions of an EBRITTP or DRB is to match trainees with schools in their area and support them through the programme. They give advice, interview prospective candidates and provide guidance to the school. The EBRITTP or DRB makes the offer of a place on the RTP, guided by the statutory requirements for initial teacher training (ITT). EBRITTPs and DRBs work within the TDA's current priority funding categories. For more information, see *How are places allocated?* on page 11.

## Length of training programme

The RTP normally takes two years to complete. People who have teaching experience may be able to train in as little as one year. EBRITTPs or DRBs ensure that all their trainees on secondary or key stage 2 or 3 programmes spend at least 24 weeks in school before QTS assessment, and that primary trainees spend at least 18 weeks. Trainees' previous experience can count towards the time spent in school. The QTS standards require trainees to have experience in at least two schools (see page 5). It is also possible to complete the RTP on a part-time basis.

# Qualified teacher status (QTS)

In England, QTS is awarded by the General Teaching Council for England (GTC). To gain QTS, trainees must meet the standards for the award set out in *Qualifying to teach: Professional standards for qualified teacher status and requirements for initial teacher training*. The standards and requirements are further explained in an accompanying non-statutory *Handbook of guidance*. Both these documents are available on the TDA website at [www.tda.gov.uk/partners/ittstandards](http://www.tda.gov.uk/partners/ittstandards)

The QTS standards are designed to ensure that teachers have the subject knowledge and the teaching and learning expertise they need to teach pupils of compulsory school age in maintained schools in England. The standards are arranged in three groups:

- professional values and practice  
These standards outline the attitudes and commitment to be expected of anyone qualifying to be a teacher, and are derived from the professional code of the GTC.
- knowledge and understanding  
These standards require newly qualified teachers (NQTs) to be confident and authoritative in the subjects they wish to teach and to have a clear understanding of how all pupils should progress and what teachers should expect them to achieve.
- teaching  
These standards relate to skills of planning, monitoring and assessment, and classroom management and inclusion. They are underpinned by the values and knowledge covered in the first two sections.

Teachers need QTS before they can work as qualified teachers in maintained schools or non-maintained special schools in England. Teachers in independent schools, city technology colleges, city colleges for the technology of

the arts and further education (FE) institutions (including sixth form colleges) are not legally obliged to have QTS, but in practice many do.

Teachers who do not have QTS may only work for limited periods in schools where QTS is the normal requirement. They may be employed under categories such as instructor, temporary teacher, student teacher and graduate or registered teacher. Student teachers may work for up to five years if they have not yet passed the QTS skills tests (see page 16). Teachers need QTS for a permanent post and to progress to higher pay bands or senior management posts in maintained schools, even if they have additional teaching qualifications or previous management experience.

Other routes to QTS include provider-based training offered by accredited ITT providers, such as bachelor of education (BEd) and postgraduate certificate in education (PGCE) courses, and flexible modular or distance learning postgraduate courses. All candidates aiming for QTS must follow one of these routes and demonstrate that they meet the standards before they can gain the award.

Teachers who have qualified in Scotland, Wales or Northern Ireland, or in certain EU or European Economic Area states, may be entitled to QTS without further assessment. Please contact the teachers' qualifications section of the GTC on 0870 001 0308. For full GTC contact details, see *Further information* on page 19.

## Key organisations and their roles

### The General Teaching Council for England (GTC)

The General Teaching Council for England is the independent professional body for teachers, established under the Teaching and Higher Education Act 1998. The GTC serves as the regulatory body for teachers in England. It has a statutory duty to provide advice to government and others on key educational issues such as teacher training and development, the role of the teaching profession and recruitment. The law requires all qualified teachers teaching in maintained schools or non-maintained special schools to be registered with the GTC. The GTC also administers the award of QTS. If you have any enquiries about the award of QTS, please contact the teachers' qualifications section at the GTC.

### The Training and Development Agency for Schools (TDA)

The Training and Development Agency for Schools is a non-departmental public body established in 2005, which takes forward the work of the Teacher Training Agency (TTA) with an expanded remit. Its purpose is to raise children's standards of achievement and promote their wellbeing by improving the training and development of the whole school workforce.

As a funding agency, the TDA pays grants to accredited ITT providers for their ITT provision and to EBRITTPs or DRBs for employment-based routes. The Department for Education and Skills (DfES) gives the TDA annual targets for ITT. On provider-based routes the TDA allocates a number of places to each accredited provider for the next academic year, and funding for the places follows. A

similar arrangement operates for EBRITTPs or DRBs which are given an annual allocation of RTP places.

The TDA does not confer QTS, but makes sure that all routes to QTS are of high quality and prepare trainees to meet the QTS standards.


### Accredited providers of ITT

Accredited providers include universities, other HEIs and school-centred ITT (SCITT) consortia. They are accredited by the TDA as providers of training which meets the statutory requirements and are regularly inspected by the Office for Standards in Education (Ofsted). When accredited providers act as the EBRITTP or DRB for an RTP trainee, they have the right to carry out the final assessment for QTS.

Accredited providers often work in partnership with schools and local authorities to offer both employment-based and provider-based training. An increasing number now offer flexible postgraduate ITT, allowing trainee teachers to follow individual programmes over a shorter – or longer – period than the one-year, full-time PGCE, often using distance learning. Full details are available from the teaching information line on 0845 6000 991 and from the TDA website.

### Employment-based routes initial teacher training providers (EBRITTPs)

An EBRITTP is a designated recommending body (DRB) that has been inspected by Ofsted and accredited by the TDA. The majority of providers of employment-based routes have been through the accreditation cycle. The



2006/07 academic year is the final year that such providers can be accredited.

Most EBRITTPs are partnerships of schools, local authorities and accredited ITT providers. They recruit GTP candidates and design and approve their training plans. EBRITTPs manage allocations of at least five RTP places each year, and some deal with a significantly larger number.

EBRITTPs have notable experience of training teachers and are recognised by the TDA as organisations that are capable of delivering employment-based training to QTS standard, reliably over time. Equally, the training they offer must comply with the statutory requirements for ITT.

There are currently around 90 EBRITTPs in England. For contact details, see the TDA website at [www.tda.gov.uk/ebr](http://www.tda.gov.uk/ebr)

## The school

For the RTP to work effectively, it is essential that the trainee, school and EBRITTP or DRB understand their respective rights and responsibilities and are committed to working for a successful outcome. RTP trainees are working and training at the same time. As employees, they have the same rights and responsibilities as any other teacher, and the school or local authority employing them has the same responsibilities to the teacher, and to other staff, pupils and parents. Employers must complete criminal records and health checks for RTP trainees, as they would for other teaching employees. (There is detailed information on criminal records checks and health checks on page 12.)

If the trainee's performance as a teacher is unsatisfactory, the employer must take the same action as with any other teacher to address the problem. Employers can also recognise good performance: they have discretion to decide the exact pay rate, on either the unqualified or the qualified scale.

The trainee is being prepared for QTS assessment by an EBRITTP or DRBs that may be the school or another body. Trainees need support, guidance and a well-structured plan to achieve the QTS standards, and their working arrangements must enable them to cover all the standards. You can find detailed guidance in *How does the application process work?* on page 12.

Key points are that:

- trainees can be employed to fill an established post or as supernumerary
- trainees filling a teaching post must have no more than 90 per cent of a classroom teacher's timetable (the same as newly qualified teachers in their induction period)
- trainees need opportunities to teach their chosen teaching subject across the two key stages for which they are training
- trainees need experience of teaching in at least two schools.

# Who can support a registered teacher?

## Training partnerships

Many schools choose to work in partnership with others to train teachers through the RTP. Training partnerships have developed in many areas between schools, local authorities, HEIs and other bodies and many of these partnerships are now EBRITTPs or DRBs. Trainees benefit from partnership arrangements in a number of ways, for example by gaining experience in other schools, and through HEI support and the chance to meet other trainees. The QTS standards emphasise that trainees must have knowledge and understanding of social inclusion and diversity, and require trainees to have relevant experience of teaching in at least two schools.

All RTP partnerships must have agreements which make clear to all involved each partner's roles and responsibilities, setting out arrangements for preparing and supporting all staff involved in training and indicating how resources are divided and allocated between the partners.

## Maintained schools

In theory, any maintained school that teaches pupils in the age range covered by the key stages outlined in the training plan may train a teacher through the RTP. The same applies to non-maintained special schools, which are legally required to employ qualified teachers (with the same restrictions that any unqualified teachers need to gain QTS within a four-year period). To meet the QTS standards, trainees must have experience in at least two schools and the EBRITTP or DRB will have to arrange this as part of the training programme, unless it can demonstrate that the trainee already has enough previous teaching experience in another school.

## Special schools

Training in a special school alone will not provide wide enough experience, unless the curriculum and class sizes are similar to mainstream schools, or the trainee already has extensive mainstream experience. However, special schools may put together a suitable programme in partnership with mainstream schools. Candidates without mainstream teaching experience may need to spend a significant part of the programme working in a mainstream school. The external assessor may want to observe the trainee's teaching in both schools.

## City technology colleges and academies

City technology colleges, city colleges for the technology of the arts and city academies may employ teachers through the GTP and receive a grant.

## Independent schools

Independent schools may train teachers through the RTP as long as their trainees teach the national curriculum across two consecutive key stages. However, trainees often benefit from a placement in a maintained school, which then also meets the requirement in the QTS standards for teaching experience in at least two schools. A number of accredited providers offer training for RTP trainees in independent schools.

## Nursery schools

Qualified teachers must train to teach pupils across two consecutive key stages (which can include the foundation





stage, which is for children aged from three through to the end of the reception year). Nursery schools offering the foundation stage may therefore take part in the RTP in partnership with primary schools for trainees who want to cover the foundation stage and key stage 1.

## Further education (FE) institutions

Where trainees wish to cover key stage 4 and post-16 as their two key stages, part of their training may take place in an FE institution. Trainees cannot, however, gain QTS by training to teach 16-plus pupils only. Teachers working in an FE institution (including a sixth form college) will only be eligible for the programme if they are also able to spend enough time in a secondary school to meet the QTS requirements for key stage 4.

## Pupil referral units

The law does not allow RTP trainees to be employed, work, train or be assessed in pupil referral units.

## Schools in special measures

Exceptionally, the TDA may agree that an experienced and able trainee may undertake part of their training in a school in special measures, as long as another school is taking lead responsibility. Schools should discuss this with their EBRITTP or DRB.

Fresh start schools and schools with serious weaknesses may take a greater share of responsibility for training. Again, schools in this position should discuss this with their EBRITTP or DRB.

# How is training funded?

The TDA funds EBRITTPs or DRBs to pay grants to support training in maintained schools, non-maintained special schools, city technology colleges, city colleges for the technology of the arts and city academies.

Schools that are not able to secure a funded place through an EBRITTP or DRB may still submit a GTP application to an EBRITTP or DRB if they cover their own costs. The TDA covers the £500 cost of final assessment for all trainees, including those in independent schools who are not eligible for other grant support. If the candidate fails the assessment, the school or EBRITTP or DRB will need to meet the cost of re-assessment.

## RTP with training grant

The TDA pays a training grant of £4,150 per year over two years and also pays the QTS assessment fee. The school pays the trainee's salary. The training grant may be used to cover degree fees.

## Independent schools

Independent schools are not eligible for training or salary grants. However, the TDA will cover the cost of QTS assessments.

## Accredited providers' assessment costs

EBRITTPs carry out the final QTS assessment themselves using the same kind of external moderation as on their own ITT programmes. The TDA pays a grant of £500 with the final instalment of training grant to cover the cost of external moderation.

## Self-funding

As with all ITT programmes, funded places on the RTP are limited. EBRITTPs or DRBs cannot guarantee a funded place, but can approve a satisfactory training programme without funding. Self-funded applications can be made through EBRITTPs or DRBs and schools should contact EBRITTPs or DRBs to check whether they accept them. The TDA will cover the costs of the final assessment.

## Conditions of funding

Trainees must be paid in accordance with the DfES School teachers' pay and conditions document but the employer can choose whether to pay the qualified or the unqualified rate. The employer is responsible for paying statutory sick pay and maternity or paternity arrangements.

The TDA does not pay additional grant where a programme is deferred or extended (see *Deferments, extensions and re-assessments* on page 15).

# How are places allocated?

## Employment-based routes initial teacher training providers or designated recommending bodies

From September 2005, the TDA has devolved all RTP allocations to EBRITTPs or DRBs. An HEI must agree to provide the degree element of the programme. Most EBRITTPs or DRBs are oversubscribed with applications and some may set requirements above the minimum entry level as a method of screening applicants.

## Independent schools

Independent schools should contact the Independent Schools Council (ISC) for more information in the first instance. They should also contact EBRITTPs or DRBs to check whether they will accept self-funded applications. The TDA covers the costs of assessments against the QTS standards and the induction standards (where the trainee has an overseas teaching qualification but not an equivalent degree).

# How does the application process work?

## Help for trainees

The first step for people who wish to train is to find a school willing to employ them and support them through the programme. EBRITTPs or DRBs can assist with this process. You can find EBRITTPs or DRBs contact details on the TDA website ([www.tda.gov.uk/ebr](http://www.tda.gov.uk/ebr)).

Once a training programme has been approved, trainees will be given a registration number and a leaflet on how to register. For further support, EBRITTPs or DRBs should direct trainees to the TDA website ([www.tda.gov.uk](http://www.tda.gov.uk)).

## Help for schools

If your school is thinking of training a teacher, you will need to seek the help of an EBRITTP or DRB to discuss what is involved in preparing someone for QTS assessment. You can find EBRITTP or DRB contact details on the TDA website ([www.tda.gov.uk/ebr](http://www.tda.gov.uk/ebr)).

## Checking eligibility

Once a school or a candidate has decided to proceed with an RTP application, the next step is to check that the candidate is eligible for ITT.

All candidates must have general certificate of secondary education (GCSE) grade C or above in English and mathematics (or equivalent qualifications). Candidates for primary teaching born on or after 1 September 1979 must have GCSE grade C or above in science (or an equivalent qualification). The TDA provides a list of commonly accepted equivalent qualifications (see TDA website at [www.tda.gov.uk/partners/ittstandards](http://www.tda.gov.uk/partners/ittstandards)). Some HEIs offer equivalence tests for candidates who do not have

suitable qualifications and some EBRITTPs or DRBs may also offer suitable equivalence tests, or be able to recommend institutions that provide them.

Check the equivalence of any overseas qualifications held by the candidate by contacting the GRTP advice line and asking them to look up the qualification on the National Academic Recognition Information Centre (NARIC) database. The advice line will give an informal account of equivalence of qualifications wherever possible. However, the search is not exhaustive or final, and, for confirmation, callers must contact NARIC direct (contact details for the GRTP advice line and NARIC are on pages 19 and 20 respectively).

Check original certificates for all relevant qualifications. Misrepresentation of qualifications is taken very seriously by the DfES and may lead to the trainee being barred from teaching.

Check that the candidate is able to read and communicate effectively in spoken and written standard English. Find out whether the candidate has failed or withdrawn from a previous ITT programme. EBRITTPs or DRBs should check for previous training and may not wish to accept applications from candidates who have failed in earlier attempts to gain QTS unless there are exceptional circumstances. A letter from the candidate's previous ITT provider should be submitted with the application explaining the reasons for failure or withdrawal.

Complete criminal records checks and health checks must be carried out on the candidate before they take up a teaching post. Detailed information on criminal records checks is given below and there is further information on health checks on page 20.

In addition, EBRITTPs or DRBs must satisfy themselves that the candidate has the potential to meet the standards



for the award of QTS, including the subject knowledge requirements, in the time available for training.

## Criminal records checks

Schools must seek information from the Criminal Records Bureau (CRB) as to whether a trainee has a criminal background that might prevent them from working with children, or has previously been excluded from working with children. Schools must request the CRB's enhanced check intended for people who will regularly be in sole charge of children, which includes trainee teachers. The CRB will also check the DfES list of barred people – List 99 – and the list held by the Department of Health under the Protection of Children Act (PoCA). Local authorities can register to authorise checks on behalf of schools. Trainees must apply for the enhanced check through an organisation registered with the CRB, which must countersign the application, and pay a fee of £36.00. Contact details for the CRB are included in *Further information* on page 20.

## Overseas records checks

There are no formal arrangements for checking police records in countries outside the UK. However, citizens of some countries (including most countries in the EEA) can obtain a certificate of good conduct. The employer should ask for such a document, or confirm that it is not available in the trainee's original country. If it is not available, particular care will need to be taken with other checks such as references.

# Key steps to successful training

## Creating a training plan

EBRITTPs or DRBs will work with the school and trainee to develop a training plan. They are responsible for ensuring that the objectives set out in the training plan are delivered to an acceptable standard. The training plan as a whole needs to enable the candidate to meet all the QTS standards by the time of final assessment. It should clearly reflect the candidate's needs assessment, show what training and experience will be provided and indicate how it will enable the trainee to meet all the standards.

Trainees will need to demonstrate the following knowledge and understanding when they are assessed against the QTS standards:

- those qualifying to teach secondary pupils must have knowledge of the subject(s) they are to teach at a standard equivalent to degree level
- those qualifying to teach pupils aged 14–19 must know the progression routes within and from their subject and the range of qualifications to which their subject contributes
- those qualifying to teach a subject in key stage 3 must know and understand the cross-curricular expectations of the national curriculum set out in the national strategy for key stage 3
- those qualifying to teach pupils in key stages 1 and/or 2 must know and understand the curriculum for each of the national curriculum core subjects – English, mathematics and science, including the national numeracy and literacy strategies – in order to be able to teach them competently and independently
- those qualifying to teach pupils in key stages 1 and/or 2 must also have enough understanding of a range of work across the non-core subjects to be able to teach

them in the age range for which they are trained, with advice from an experienced colleague where necessary

- those qualifying to teach foundation stage children must have sufficient understanding to teach the six foundation stage areas of learning competently.

In addition, all teachers must be competent users of ICT and know how to use it effectively in their subject teaching.

## Teaching across two key stages

The EBRITTP or DRB needs to make sure the school can provide a timetable that allows trainees to gain teaching experience in their subject(s) across at least two consecutive key stages:

- foundation stage and key stage 1
- key stages 1 and 2
- key stages 2 and 3
- key stages 3 and 4
- key stage 4 and post-16.

Trainees will also need to be aware of the expectations, typical curriculum and teaching arrangements in the key stages or phases before and after the ones they are trained to teach. Applications are not limited to two consecutive key stages; however, very careful consideration should be given to whether the trainee can meet the necessary standards before applying for more than two consecutive key stages.

## Experience in two schools

Trainees need breadth and variety of school experience if they are to meet the standards. They need to teach pupils from different backgrounds, across the ability range and in two key stages. Trainees must have experience in at

least two schools before they can be awarded QTS. Teaching in settings other than schools may count towards this requirement, for example early years settings or FE institutions.

Some experienced trainees will already have taught in schools other than those where they will train. EBRITTPs or DRBs should consider whether a trainee's previous experience meets part of this requirement.

## Support and guidance

Once a training programme has been approved, trainees will be given a registration number and a leaflet on how to register for the skills tests. For further support, EBRITTPs or DRBs should direct trainees to the TDA website ([www.tda.gov.uk/skillstests](http://www.tda.gov.uk/skillstests)).

When drawing up a plan to monitor training, the EBRITTP or DRB should take care to make provision for support and guidance, including dealing with any potential problems that may arise.

The EBRITTP or DRB, the school as employer and the trainee must all be clear about what they expect of each other, how progress will be checked and how any disputes will be handled. Schools can use their existing procedures for dealing with staff grievances or under-performance.

The EBRITTP or DRB must make sure that:

- the agreed training is delivered
- wherever possible, monitoring of individual training programmes is undertaken by staff not involved in the trainee's training and assessment
- trainees have a named personal tutor or mentor
- trainees are given regular feedback on their performance, and guidance on how to improve
- trainees are given suitable alternatives if, for any reason, the original plan cannot be delivered.

Trainees must be aware that if they do not make satisfactory progress against the QTS standards, the programme may have to end. Schools have responsibilities to pupils and parents to provide satisfactory standards of teaching.

Trainees will find it helpful to refer to the *Qualifying to teach: Handbook of guidance* to support their self-assessment and to extend their professional skills. It is available on the TDA website at

[www.tda.gov.uk/partners/ittstandards](http://www.tda.gov.uk/partners/ittstandards)

If the trainee transfers to a new school during the course of the programme, the EBRITTP or DRB is responsible for making sure that it provides a suitable environment for delivering the remaining elements of the training plan.

## Deferments, extensions and re-assessments

With a deferment, a training programme is suspended (together with all related funding) for the duration of the period that training is unable to take place. When the deferment ends, the training programme recommences and funding is re-instated as appropriate. In the case of maternity, the training programme should be deferred by at least the period of a trainee's maternity leave. The employer is responsible for maternity arrangements, including maternity pay.

EBRITTPs or DRBs can defer or extend training programmes for their trainees where, in their professional judgement, extenuating circumstances such as illness or maternity will prevent the trainee from completing the training plan to the original timescale. EBRITTPs or DRBs may extend a training programme by up to one term and conduct their own reassessment.

# QTS assessment

## Collecting evidence for assessment

It is a good idea for the trainee to start compiling a portfolio of evidence for assessment as soon as possible. If the final assessment is to be carried out by an accredited provider for an EBRITTP or DRB who has bought in their assessment procedures, the assessor will want to see records of evidence of the trainee's achievements against the QTS standards. This evidence will complement the assessor's own observations and interviews. The assessor may ask to see some documents before the assessment visit.

The portfolio should cover the standards the trainee met at the time of the initial training needs assessment and the standards achieved during the programme itself. It should include:

- evidence relating to the initial training needs assessment and audit against the QTS standards
- records of classroom observations from lessons that have already been internally assessed – lesson plans, tutor's comments, and the trainee's reflections
- EBRITTP or DRB progress reports to the trainee, demonstrating which standards have been achieved by the candidate and when
- a selection of lesson plans and any other relevant evidence of the trainee's short-term, medium- and long-term planning ability
- a portfolio of work prepared by the trainee and their pupils (see below)
- samples of how the trainee monitors and records pupils' progress, including reports to parents
- the trainee's assignments or research projects
- the EBRITTP's or DRB's own final internal assessment of

the trainee against the QTS standards

- relevant samples of work and evidence from the trainee's previous experience, if applicable
- evidence that the trainee has passed the QTS skills tests.

The portfolio of the trainee's work should include the trainee's certificates, lesson notes, written coursework and some examples of pupils' assessed work. This should include evidence from across the age range taught by the trainee and from any other schools in which the trainee has been placed during the programme. The trainee should take copies of any coursework sent to examining boards.

## QTS skills tests

Trainees must pass skills tests in numeracy, literacy and ICT before they can be awarded QTS. There is no limit to the number of attempts to pass each test. Trainees can register for the tests on the TDA website ([www.tda.gov.uk/skillstests](http://www.tda.gov.uk/skillstests)).

Support materials for people taking the QTS skills tests are also available on the website, including subject knowledge on each of the three skills tests, benchmark tests, downloadable interactive practice tests, links to the registration and test booking pages, and e-mail helplines for the skills test areas.

Test results for all trainees are posted on a secure dedicated website. All EBRITTPs or DRBs have access to the website and can check results for trainees.

## Award of QTS

Once a trainee has passed the tests and been assessed by an accredited provider, the EBRITTP or DRB can update the database with the relevant information. The new





database contains information downloaded nightly from the skills tests website, which will simplify the recommendation process. The EBRITTP or DRB will simply have to check the 'recommend for QTS' box on the database to inform the GTC of the recommendation.

If the assessor judges that the candidate has not met the QTS standards, the school can ask the EBRITTP or DRB to consider a further assessment. The school must be willing to continue to employ the candidate as a temporary teacher while they prepare for the re-assessment.

An RTP trainee can be assessed by an accredited provider before successfully completing all the skills tests. However, QTS cannot be awarded and the trainee will remain an unqualified teacher until all the tests have been passed.

Trainees with queries about their recommendation for the award of QTS should telephone the GTC on 0870 001 0308, selecting option 1.

## Appeals

EBRITTPs or DRBs and accredited ITT providers should have procedures in place for dealing with appeals against assessments.

# Induction

Induction is an individualised programme of monitoring and support for NQTs that reflects their professional development needs and the context of their first post in England. Their progress is monitored and reviewed and, at the end of their induction period, they are assessed against a set of national induction standards. These require an NQT to continue to meet the QTS standards consistently and with increasing professional competence, to work independently in areas where the QTS standards assume the support of an experienced teacher, and to focus on aspects of teaching that can be better developed while working as a qualified teacher.

Further information can be found in the DfES guidance document *The induction support programme for newly qualified teachers*, available on the DfES teachernet website ([www.teachernet.gov.uk/professionaldevelopment/nqt/induction/guidance](http://www.teachernet.gov.uk/professionaldevelopment/nqt/induction/guidance)).

This sets out the statutory induction requirements and offers guidance on the monitoring, support and assessment of NQTs during their induction period. It also contains the induction standards that all NQTs are expected to reach.

Practical advice, guidance and information on the statutory induction arrangements for NQTs is available on the TDA website ([www.tda.gov.uk/induction](http://www.tda.gov.uk/induction)).

## Career entry and development profile (CEDP)

The CEDP offers a package of materials to give trainees and NQTs structured guidance at key milestones towards the end of ITT and at the start and end of induction. The purposes of the CEDP are to:

- help NQTs to make constructive connections between the initial teacher training, induction and later stages of their development as a teacher
- focus reflection on achievements and goals in the earliest stages of an NQT's teaching career, and
- guide the processes of reflection and collaborative discussion about professional development needs.

## Further information

### Standards for the award of QTS

The document *Qualifying to teach: professional standards for qualified teacher status and requirements for initial teacher training* and the accompanying non-statutory *Handbook of guidance* are available from TDA publications or can be downloaded from the TDA website:

[www.tda.gov.uk/partners/ittstandards](http://www.tda.gov.uk/partners/ittstandards)

### National strategies

For more information on the national literacy and numeracy strategies and key stage 3 national strategy, visit the DfES standards website:

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

### Special educational needs

The DfES *Special educational needs code of practice* provides practical advice to local authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs. For further details, visit the DfES teachernet website:

[www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant](http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant)

### QTS skills tests

Support materials and an e-mail advice line for people taking the tests are on the TDA website:

[www.tda.gov.uk/skillstests](http://www.tda.gov.uk/skillstests)

### Induction

Practical advice, guidance and information on the statutory induction arrangements for NQTs is available on the TDA website: [www.tda.gov.uk/induction](http://www.tda.gov.uk/induction)

### G RTP advice line

For all general enquiries about the graduate and registered teacher programmes, contact:

The G RTP advice line  
Training and Development Agency for Schools  
Freepost ANG 2037  
CHELMSFORD  
CM1 1ZY

tel: 01245 454444

fax: 01245 454337

e-mail: [grtp@tdainfo.co.uk](mailto:grtp@tdainfo.co.uk)

website: [www.tda.gov.uk](http://www.tda.gov.uk)

### General Teaching Council for England

To register with the GTC, to check whether someone has QTS, and for all queries about DfES numbers for teachers, contact:

The General Teaching Council for England  
Victoria Square House  
Victoria Square  
BIRMINGHAM  
B2 4AJ

tel: 0870 001 0308

e-mail: [registration@gtce.org.uk](mailto:registration@gtce.org.uk)

### **Criminal records checks**

Information on criminal record checks (including List 99) is available from:

Criminal Records Bureau  
PO Box 110  
LIVERPOOL  
L3 6ZZ

information line: 0870 9090 811  
registration line (for organisations wishing to register to authorise checks): 0870 9090 822

website: [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

### **Health checks**

For more information, consult DfES circular 4/99: Physical and mental fitness to teach of teachers and of entrants to initial teacher training. This can be downloaded from the DfES website ([www.dfes.gov.uk/publications](http://www.dfes.gov.uk/publications)).

### **Independent Schools Council**

For enquiries about how independent schools can train their teachers, visit the Independent Schools Council (ISC) website: [www.isis.org.uk/teach](http://www.isis.org.uk/teach)

### **National Academic Recognition Information Centre (NARIC)**

For information on overseas qualifications, contact NARIC:

tel: 0870 990 4088

website: [www.naric.org.uk](http://www.naric.org.uk)

### **Work permits and immigration**

For information on work permits, contact Work Permits UK:

tel: 0114 259 4074

website: [www.workpermits.gov.uk](http://www.workpermits.gov.uk)

### **Overseas trained teachers**

For all enquiries on the OTTP, contact the OTT advice line:

tel: 01245 454321

e-mail: [ott@TDAinfo.co.uk](mailto:ott@TDAinfo.co.uk)

### **Teaching in Wales**

There are separate arrangements for employment-based teacher training in Wales. For details, contact:

tel: 029 2082 6749

e-mail: [teachingenquiries@wales.gsi.gov.uk](mailto:teachingenquiries@wales.gsi.gov.uk)

### **Teaching in Scotland**

Trainees who gain QTS through the graduate and registered teacher programmes may not be able to register with the General Teaching Council for Scotland (GTCS). If you wish to teach in Scotland, you may have to study for a postgraduate certificate in education (PGCE). For more advice, contact the exceptional admissions secretary at the GTCS:

tel: 0131 314 6038

e-mail: [ear@gtcs.org.uk](mailto:ear@gtcs.org.uk)

website: [www.gtcs.org.uk](http://www.gtcs.org.uk)

### **General teaching enquiries**

For all other enquiries about teaching in England, call the teaching information line:

tel: 0845 6000 991

# Common abbreviations

AP	assessment of prior learning	ICT	information and communication technology
BACS	bankers automated credit service	ISC	Independent Schools Council
BEd	bachelor of education	ITT	initial teacher training
CA	city academy	ITTNC	initial teacher training national curriculum
CATS	credit accumulation and transfer scheme	NARIC	National Academic Recognition Information Centre
CCTA	city college for the technology of the arts	NC	national curriculum
CEDP	career entry and development profile	NI	national insurance
CRB	Criminal Records Bureau	NQT	newly qualified teacher
CTC	city technology college	Ofsted	Office for Standards in Education
D&T	design and technology	OTT	overseas trained teacher
DfES	Department for Education and Skills	OTTP	overseas trained teacher programme
DipHE	diploma of higher education	PGCE	postgraduate certificate in education
DRB	designated recommending body	QTS	qualified teacher status
EBRITTP	employment-based routes initial teacher training provider	RB	recommending body
EA	external assessor	RTP	registered teacher programme
EEA	European Economic Area	SCITT	school-centred initial teacher training
EiC	excellence in cities	SEN	special educational needs
EY	early years	SENCO	special educational needs coordinator
GCSE	general certificate of secondary education	TA	teaching assistant
GRTP	graduate and registered teacher programmes	TDA	Training and Development Agency for Schools
GTC	General Teaching Council for England		
GTCS	General Teaching Council for Scotland		
GTP	graduate teacher programme		
HEI	higher education institution		
HLTA	higher level teaching assistant		
HNC/D	higher national certificate/diploma		

The TDA is committed to providing accessible information. To request this item in another language or format, contact TDA corporate communications at the address below (or by e-mail: [corporatecomms@tda.gov.uk](mailto:corporatecomms@tda.gov.uk)). Please tell us what you require and we will consider with you how to meet your needs.

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