



Teaching
Agency

School Direct

Operations Manual 2013/14

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Introduction

This manual is a guide to the operational delivery of School Direct (SD) for both schools and providers. This is a live document and the information and guidance contained is relevant to starting in academic year (AY) 2013/14 only. The operations manual for the next academic year, AY 2014/15 will be published in the autumn term of 2013.

This document should be used in conjunction with the fortnightly SD bulletin which can be found online at [here](#).

Changes may be made to the guidance and requirements contained within this document. When this happens a new version of this document will be issued and supersede this version. Any such changes will be notified in the SD bulletin with a link to the new version of the guidance. The SD bulletin will also confirm which version of the guidance is the most up to date and should be in use.

Background to School Direct

1. School Direct was developed as a response to demand from schools to have greater control and influence over the training of teachers. It was initially proposed in the 2011 Department for Education (DfE) ITT Strategy paper 'Training Our Next Generation of Outstanding Teachers' and introduced in AY 2012/13.
2. School Direct provides the opportunity for schools or partnerships of schools to apply for initial teacher training (ITT) places. This means schools are free to choose the ITT provider they wish to work with and have more control over what training is provided and how it is delivered, ensuring the best teachers are recruited where they are most needed. Schools recruit the trainees they want, and the trainees are expected to go on to teach in their school, or another school in their partnership, once qualified. For schools that are interested in becoming accredited ITT providers, School Direct offers the opportunity to build their experience in ITT.
3. The Government is committed to raising the status of teaching by attracting graduates with the best degrees into the profession. In line with this priority, the Secretary of State has set the Teaching Agency (TA) targets to recruit trainees with a 2:1 or above. Schools are therefore encouraged to select the best candidates possible.
4. ITT is now focussed even more strongly on partnerships. School Direct partnerships must be led by a 'lead school' and must also include an ITT provider. Partnerships are encouraged to include 'partner schools' who are involved in the training. As School Direct offers a leading role for schools, the TA would expect that any training model developed in partnership should reflect the leading role and vision of the school, whilst ensuring that the quality and standards of the ITT provider are met.
5. In its second year of delivery, School Direct has expanded for AY 2013/14 and offers two types of training places:
6. **The School Direct Training Programme.** For ease of reference, this training route will be referred to as 'SD (tuition fees)' throughout this manual.
7. SD (tuition fees) is open to all home or EU graduates. The route is funded by tuition fees paid obtained by the trainee from the Student Loans Company (SLC), or directly by the trainee. All courses will carry the award of Qualified Teacher Status (QTS) and some courses may also lead to the award of a Post Graduate Certificate of Education (PGCE), delivered in partnership with an ITT provider who is also a degree awarding body. The

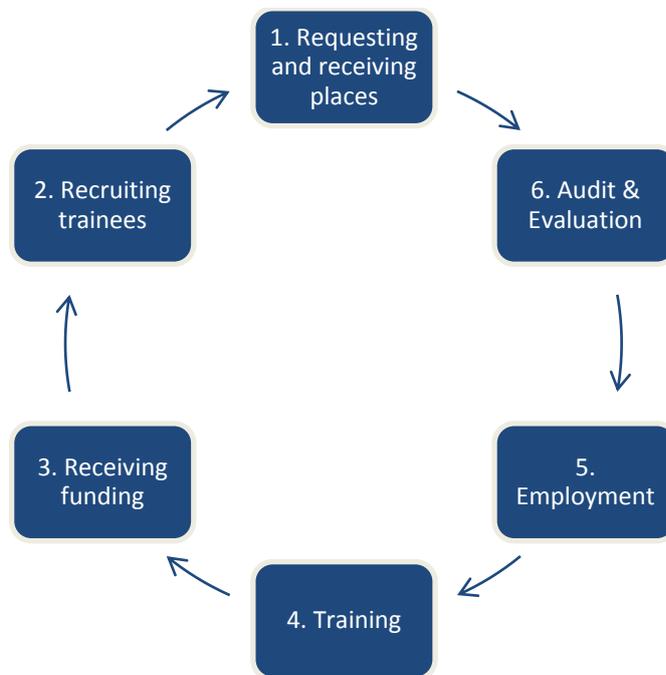
SD (tuition fees) programme usually runs full-time, although it may be offered as a part-time programme.

8. In order to attract high quality entrants, eligible trainees who hold at least a 2:2 degree or equivalent and are training to teach in a priority subject may also receive a training bursary, funded by the TA. Trainees may also receive an uplift to their existing bursary or scholarship if they are training in a school where more than 35 per cent of the pupils are eligible for Free School Meals (FSM). Bursary payments will be made in 10 equal instalments from October to July. More information on training bursaries and scholarships can be found in Section 3 of this manual.
9. ITT providers are responsible for receiving tuition fee and bursary funding, and the partnership agreement for SD (tuition fees) should include clear details of how the income from tuition fees is to be divided between the responsible parties for their part in delivering the training. The partnership agreement may also contain details of how any enhancements, such as an academic PGCE award, or Masters level credits, will be delivered.
10. **The School Direct Training Programme (salaried).** For ease of reference, this training route will be referred to as 'SD (salaried)' throughout this manual.
11. SD (salaried) is only for high quality graduates with at least three years' work experience and replaces the Graduate Teacher programme (GTP) which will close from AY2013/14. It is available on a full-time and part-time basis. Prospective candidates are expected to be career changers, who can bring valuable skills and experience to the profession. This experience does not have to be from an educational setting and examples could include those who have worked in the financial, engineering or manufacturing sectors; however there are no restrictions. It is for schools to decide which skills and experiences are relevant.
12. Trainees on the SD (salaried) programme will be employed as unqualified teachers at one of the schools in the partnership and need not be in a 'supernumerary' position (i.e. in addition to your regular teaching staff numbers). Trainees may also receive an uplift to their salary if they are training in a school where more than 35 per cent of the pupils are eligible for Free School Meals (FSM). More information on salaries can be found in Section 3 of this manual. Details of the SD (salaried) route are set out in Section 4.
13. Schools are free to decide what teaching duties the trainee is able to take on. However, the ITT criteria require that they receive at least **60** days' training activity per year and that no trainee will be required to perform more

than **90** per cent of the teaching duties normally required of a full-time qualified teacher. Before making decisions on timetabling for trainees, schools should check with the provider that the planned arrangement meets the ITT criteria. The arrangements should be set out in the partnership agreement. More detail can be found in Section 1. 'Receiving and Requesting Places'.

14. The payment of salary grant funding will be made in equal monthly instalments from September to July.

15. The model for delivering School Direct ITT is a six step cycle, using evidence from each year to continually improve and inform practice in the following year.



1. Requesting and Receiving Places

16. School Direct is a partnership between a 'lead school', other 'partner schools' and an accredited ITT provider. The lead school must decide which provider they wish to work with before it applies for School Direct places.

Setting up a School Direct Partnership

Which schools can request School Direct places?

17. School Direct places are requested from the TA by the lead school. Lead schools can be maintained (primary, secondary, academies or free schools). Sixth form colleges and private schools cannot be lead schools unless they are also designated as Teaching Schools. In these cases there is an expectation that any places bid for should benefit a wider partnership that includes maintained schools, and that trainees should be employed in a maintained school in the partnership rather than in the private school or sixth form college. The lead school cannot be a school in special measures, see Section 4 for more information.

Which ITT Providers can be involved in School Direct?

18. Schools can choose any type of ITT provider to work with on School Direct. They must have been accredited to provide ITT courses leading to Qualified Teacher Status (QTS) and can be HEI (university) or non-HEI-led. If the lead school is itself accredited as an ITT provider it can act as both the lead school and the partner provider.
19. The provider is accountable and responsible for the recommendation of the award of QTS. The provision must therefore be compliant with the Secretary of State's [ITT Criteria](#) and align with the 2012 [Ofsted Framework](#) for the inspection of ITT.

Partnership agreement

20. The lead school is responsible for securing agreement of the respective roles and responsibilities of the provider and schools, including the distribution of funding, and the schools in which training will take place. This should be set out in a formal partnership agreement. For academies, the central office for the academy-chain can submit requests on an academy's behalf.
21. In line with the [ITT criteria](#), all accredited initial teacher training (ITT) providers must ensure that partners establish a partnership agreement setting out the roles and responsibilities of each partner. Providers and

schools are advised to refer to the [supporting advice](#) which provides a steer on what should be taken into account when drawing up a partnership agreement.

22. When negotiating with providers, schools should consider closely which parts of the training they would like to deliver themselves and which they would like the provider to deliver, and whether they want to offer a PGCE.
23. The school and the provider should train the trainee in accordance with their partnership agreement. School Direct is a school-driven model of ITT and the TA expects that the models of training developed should reflect the leading role of the school. The TA is keen that schools are able to design their own programmes with accredited ITT providers. The TA is also not dictating any particular model of delivery for any School Direct place and is therefore not offering any model partnership agreements. Schools need to consider what they want from ITT and how it should evolve to meet their needs.
24. Partnerships should satisfy themselves that schools have the capacity to undertake their responsibilities and deliver in line with the request for places. More details to consider regarding training can be found in Section 4.

How to request School Direct places

Requesting School Direct places

25. The lead school holds the allocated places for the School Direct partnership and both the ITT provider and the lead school are responsible for ensuring that the criteria for School Direct places (see below) are met. The TA will correspond with the lead school on high level issues relating the School Direct; however will correspond with the ITT provider regarding allocations change requests.
26. A lead school requesting places for their partnership for the first time may either apply for places or express their interest participating in SD in future by using the application form on the TA [website](#).

Making changes to allocated places

27. If a school holds School Direct allocated places, either tuition fee or salaried, and wants to change these, the request must be confirmed by the ITT provider. Lead schools may not request changes via e-mail as before.
28. Small changes that lead schools may want to make to the allocated places

and agreed with their partner ITT provider, may include moving places between subjects (virement), requesting additional places, or handing places back. The TA will allow these changes if they are appropriate and in line with maintaining national and local supply balance.

29. The TA monitors recruitment and applications on a frequent basis, and gathers market intelligence on pupil numbers, teaching vacancies, and existing and newly qualified teachers (NQTs) who are seeking a teaching post. As new intelligence becomes available, this may have an impact on the flexibility around increasing and decreasing allocated places in particular subjects.
30. There are no guarantees that any request for changes or additional places in any subject will be agreed. Each case will be assessed individually.

Amending places

31. The process for requesting SD changes have now changed and is a two-part process. Schools must download a copy of the [School Direct Change Request form](#) (available on the Allocations [web pages](#)) and fill out their request. This must then be sent to the ITT provider who is responsible for confirming any final changes to the TA and sending the completed form onto the TA, at TA.Allocations@education.gsi.gov.uk. The TA has produced [guidance for both schools and ITT providers](#) to use the form.
32. The TA reserves the right to decline any requests which are not made using the School Direct Change Request form. This is to ensure that all requests for changes are consistent with the SD partnership's requirements and to ensure a robust audit trail.

Changing ITT Providers

33. Schools may not use the SD Change request form to indicate that they have changed partner ITT provider. If a lead school decides to change partner ITT provider, they should inform the TA at TA.Allocations@education.gsi.gov.uk, setting out the subject(s), number of places, who the previous ITT partner was and the new partner ITT provider with whom they are delivering the place(s).
34. Changes are only finalised once providers receive confirmation from the TA that their request has been approved. It is the provider's responsibility to ensure that any agreed change is followed through and implemented. Schools and providers must not pre-empt TA decisions on allocation changes and should not make offers of places until the TA has confirmed

the change. TA will not fund any over-recruitment.

35. Agreed changes will be update on the School Direct application system by the TA as soon as possible after confirmation.
36. Requests to change allocated places must be made no later than 31 July 2013. The TA may consider requests after this date in exceptional circumstances (for example part-time or modular ITT programmes that start later in the academic year).

How we prioritise School Direct requests

37. Initial allocations for AY2013/14 were based on a calculation of the number of trainee teachers needed in each phase and subject for that year, produced by the DfE in October 2012. These numbers are due to be reviewed in **early 2013**. The TA will write to schools if there is the opportunity to apply for further School Direct places.

School Direct allocations

38. When applying for School Direct places, lead schools were informed that the allocation of places could be adjusted on the basis of school quality and subject / phase priority. As the TA was able to meet all requests for places for AY 2013/14 it was not necessary to apply these allocation adjustment criteria, although they may be applied in future.

School quality

39. The TA encourages schools that are not rated 'outstanding' to form partnerships with schools that are; particularly with regard to submitting alliance building for Teaching Schools.

Subject/phase

40. Subject priorities for both SD (tuition fee) and SD (salaried) are tied to AY2013/14 bursary priorities. Please see Annex B for more detail on the bursary rates, and Annex D for more detail on salary rates. The high-priority subjects for AY2013/14 are:
 - Physics;
 - mathematics;
 - chemistry, and

- modern languages.

The other priority subjects for AY2013/14 are:

- English;
- geography;
- history;
- computer science;
- Greek;
- Latin;
- music;
- biology;
- physical education, and
- primary.

41. The list above does not cover all subjects in which teachers are trained.

There are several other secondary subjects which do not attract either a bursary for tuition fee places or salary grant funding from the TA. If SD (salaried) places have been allocated in non-funded subjects, the TA would discourage schools from applying for them. Whilst for the SD (tuition fees) places it is necessary to limit SD allocations (because of the student loan implications); for the SD (salaried) the TA does not limit training, but the costs of employment and training must be funded by the school and/or provider for places over and above allocations.

Unfilled Places

42. The TA appreciates that as SD is a new programme, predicting recruitment and hence applications for allocated places may be difficult for some schools initially. The School Direct allocations made may not accurately reflect the number of potential trainees that should be trained. Lead schools should discuss and agree the appropriate allocations level with their partner ITT provider and TA Professional Delivery Lead (PDL), using their experience of the pace of recruitment and differences between subjects.

43. In most subjects, if lead schools hold School Direct allocated places that are unlikely to be filled, they should be handed back (relinquished) to the TA as soon as possible. This will enable redistribution to other school partnerships that need them. If the lead school wants to relinquish places in the highest priority subjects (mathematics, physics, chemistry and

modern languages), however, the TA would encourage the school to keep the priority places and continue to fill them if possible. There would be no penalties in future for retaining these places and it would not affect a lead school's request for more places in another subject.

44. As with any request to change School Direct allocations, the lead school should request any relinquishments using the process described above (using the [SD Change Request form](#), which then needs to be validated by the partner ITT provider and sent back to the allocations team at TA.Allocations@education.gsi.gov.uk).
45. The TA will take into account the difficulties of the introduction of the School Direct programme when making future allocations. It will discuss with schools and providers the appropriateness of cohort numbers where there is apparent and significant under-recruitment against allocation. If there is major over-recruitment against allocations, which has funding and over-supply implications, the TA will also consider the level of future allocations for the school/school partnership.

2. Recruitment and selection

Recruiting School Direct trainees

46. Schools can recruit locally through their own processes, work with their ITT provider to use its marketing and recruitment processes, or use a combination of the two. Schools should be transparent and open in their recruitment activities, which will be subject to inspection by Ofsted. Further information on marketing can be found on the Departments website at www.education.gov.uk/sdmarketing.
47. The recruitment period must be long enough to allow open and fair access to places and should be well communicated to candidates. Lead schools should be aware that much recruitment, especially primary, tends to be completed before January.
48. Schools will decide which type of places they wish to offer and the TA will promote entry to teaching, including through School Direct, to attract graduates with degree classes at 2:1 or above. Schools will be encouraged to select participants on this basis, although degree classification should not be a barrier to good candidates undertaking ITT.
49. Schools should take the lead in interviewing and selecting candidates, but all School Direct candidates must meet [ITT eligibility and entry criteria](#). All School Direct candidates will also have to meet the entry requirements of the school's chosen provider. Providers can decline to take candidates, and retain the final accountability for ensuring that all trainees meet all of the ITT criteria.
50. To support schools' selection process, especially in meeting ITT criterion C1.3 which relates to suitability to teach, a selection of non-cognitive assessment [resources](#) is available commercially. The resources have been reviewed by the TA and judged to be suitable for use as part of the ITT selection and recruitment process, ideally prior to interview.
51. ITT criterion C1.4 states that candidates starting ITT after 1 August 2013 must have passed the professional skills tests prior to entry. All lead schools will be issued with login details for the skills tests results database to enable them to check candidates' results. Candidates should be strongly encouraged to take their tests as early as possible in the application process so that schools are able to use the results to inform their selection decisions.

52. Lead schools and partner providers should reach a decision to either invite the applicant to interview or reject them within 28 days of the application being received. From this point partnerships then have a further 28 days in which to hold an interview and record an offer of a SD place or reject the applicant. The process should take no longer than 56 days from receipt of the initial application.

53. Decisions on recruitment must be made as a partnership. **Trainees can only be given confirmation of an offer of a place after the formal partnership agreement with an ITT provider is signed.** Schools will be asked to state which ITT provider they are working with for each allocated subject when they submit their request for places.

Trainee Eligibility

54. Any ITT places allocated via School Direct may only be used for trainees who meet, and continue to meet, the eligibility criteria set out for each School Direct route. All trainees must initially meet the standards for entry to an ITT programme as set out in the ITT criteria before they can be considered for either programme.

55. The following categories of trainees are not eligible to take up an allocated place on **either** School Direct programme:

- Those who have previously been deemed to have failed an ITT course leading to QTS, including PGCEs, B.Eds and other employment-based ITT courses such as the GTP;
- Those who do not meet the entry standards for an ITT programme as set out in the ITT criteria; including failing the professional skills tests; and
- Those who already hold, or are eligible to receive, QTS.

Already Qualified Teachers

56. Individuals who hold QTS on the first day of their ITT course are not eligible to take up a place either on the SD tuition fee or salaried route. These trainees cannot be awarded QTS if their teaching qualification has been recognised as equivalent and measures should be taken to ensure that these trainees do not take up an allocated place if they already hold QTS.

57. Under current reciprocal arrangements, many qualified teachers from countries in the EEA or Switzerland are able to receive QTS if they apply directly to the TA. Individuals who are fully qualified teachers in Australia,

Canada, New Zealand or the USA can also apply to the TA directly for QTS. Those who are subsequently awarded QTS may not take up a place. Those who are unsuccessful may be eligible to take up a place.

58. Schools and ITT providers must ask applicants who have qualified as teachers in one of the countries mentioned above, to apply to the TA directly for QTS. This can be done by emailing: qts.enquiries@education.gsi.gov.uk, and must be done before a SD offer is made.

59. In addition to the above eligibility criteria, there are further conditions that need to be met, which are specific to each training route. These are set out below.

Additional criteria for SD (tuition fees) candidates

60. Trainees are only eligible to take up places on this route if they:

- meet the conditions for eligibility for student support, as set out in part 2, schedule 1 of the Education (Student Support) Regulations;
- are eligible to pay the 'home' tuition fee after assessment using the criteria set out in the Education Regulations above;
- are undertaking a designated course leading to QTS for the purposes of attracting student support as outlined in schedule 2 of the Education (Student Support) Regulations, and not an employment based ITT programme or adult education programme, and
- meet the eight eligibility criterion for receiving the training bursary as set out in the training bursary guidance.

Additional criteria for SD (salaried) candidates

61. Trainees are eligible to take up places on this route if they:

- are eligible to work in England as an unqualified teacher; and
- possess three or more years' work experience.

62. The lead school should take responsibility for ensuring that the candidate is eligible to take up employment in England, before they are offered a place on the SD (salaried) route.

63. The types of school that are eligible to receive salaried funding can be found at Annex A.

Data Requirements and Reporting

Applications

64. All applications to School Direct must be submitted and managed via the School Direct Applications System, and the ITT provider is responsible for updating the status of these applications to inform the TA of recruitment to allocated places. It is for the schools and/or providers to inform applicants of their progress as agreed in their partnership agreements. Details of the application system are available [here](#).
65. The Application System has also been designed to record data and information that will be used by TA. This information is collected automatically, and users are not required to take any additional actions other than those already built into the system.
66. The TA will be taking regular data extracts on the first working day of each calendar month. The provider must, therefore, ensure that the status of all applications are up-to-date on the last working day of each month. The Funding and Allocations teams may use this data to inform monthly decisions regarding additional places and virement requests, and our field force of Professional Development Leads will use the data to determine where the Agency may need to intervene.

Data Requirements from Schools

67. Lead schools are required to give accurate data to ITT providers regarding which schools the trainee is undertaking their training with the dates of the training periods so that the relevant uplifts can be calculated for Free School Meals (FSM).

Data Requirements from ITT Providers

68. Failure to comply with requests for data may result in non-compliance for the ITT provider, which may lead to eventual withdrawal of accreditation. If this does happen the lead school would have to find a new ITT accredited provider to work with.

HEIs

69. Data will be collected via the HESA In Year collection. Providers need to submit trainee level data as previously but with the difference that School Direct trainees will have a Teacher Training Course ID (TTCID) of G (School Direct – Mainstream) or H (School Direct – Flexible).

70. Once the data has been imported into the HEI Data Management System (DMS) for each School Direct trainee, providers are required to indicate the Lead School and up to five schools where the trainee will be undertaking a placement during their ITT course.

71. Full details of the process are available in the HEIDMS Guidance document which is available to users of the HEIDMS. Further information on this for AY 13/14 will be sent out prior to the start of the new academic year.

Non-HEIs

72. Non-HEI ITT providers need to submit trainee level data as previously but with the difference that School Direct trainees will have a 'flag' option on the trainee form. Providers will be required to indicate the Lead School and up to five schools where the trainee will be undertaking a placement during their ITT course.

73. Full details of the process are available in the SCITTDMS Guidance document which is available to users of the SCITTDMS. Further information on this for AY 13/14 will be sent out prior to the start of the new academic year.

3. Receiving Funding

School Direct (Tuition Fees) funding

Tuition fees

74. Providers are advised to contact the [Student Loans Company \(SLC\)](#) to determine the level of tuition fees chargeable to their trainees. Providers are also advised to contact [Office for Fair Access \(OFFA\)](#), an independent public body who are responsible for promoting and safeguarding fair access to higher education, as part of this process to establish whether an OFFA agreement is required.
75. Trainees can apply for tuition fee loans from the SLC as soon as they have accepted an ITT place. They will need to be confirmed as eligible (see Section 2 on eligibility) by the Student Loans Company (SLC) in order to be able to draw down tuition fee loans.
76. Once approved, the SLC will pay tuition fee income directly to ITT providers on the trainee's behalf. The tuition fee loans can only go to TA accredited ITT providers.
77. ITT providers running full-time courses will need to register their SD (tuition fee) trainee with the SLC at the start of the programme to receive tuition fee loans. They will need to register the trainee's attendance at the start of each term to receive the whole amount. ITT providers who run part-time or modular courses only need to register their trainee once at the start of the programme to receive tuition fee loans.
78. Home or EU status trainees who choose not to access student finance will have to pay the ITT provider directly, and will need to agree timing of payment with the ITT provider prior to the start of the programme.
79. The School Direct partnership agreement should clearly set out the tuition fee to be charged, timings of fee income and how this will be allocated between the ITT provider and schools for their contribution to delivering the training.
80. For more information and guidance on student finance, please visit the [SLC Practitioners web pages](#), which offer guidance and support for institutions, or contact the Services Desk at: HEI_Services@slc.co.uk.

Training Bursaries

81. Home or EU status trainees on SD (tuition fees) courses may be eligible to receive training bursaries in the same way as trainees on other eligible post graduate ITT courses. The bursary awards are relevant to the academic year of study and can change from year to year. The following information is relevant to AY 2013/14 only.

82. The bursary award will depend on the degree class or other relevant qualification and the subject in which they are training to teach. Further details can be seen at Annex B.

83. Trainees will need to hold at least a 2:2 to attract award for:

- mathematics;
- physics;
- chemistry; and
- modern languages.

84. Trainees will need to hold at least a 2:1 or Master's degree to attract bursary award for:

- English;
- geography;
- history;
- computer science;
- Greek;
- Latin;
- music;
- biology;
- physical education; and
- primary (including key stage 1).

85. Masters, professional medical degrees and PhDs are included as higher relevant academic qualifications and are eligible to attract bursaries. A full list of eligible ITT subjects and relevant academic qualifications can be found in the [training bursary guidance](#).

86. Trainees with at least a B at mathematics A-level on the new mathematics primary specialist courses will receive an extra £2,000 in addition to their existing bursary award on the SD (tuition fees) course. Schools should work in partnership with a designated Subject Specific Primary ITT Programme provider (SSPIP). A list of designated SSPIPs is available at Annex C.
87. Funding for training bursaries is paid directly to the ITT provider in equal monthly instalments from October to July. The ITT provider, in turn is responsible for passing on the funds to the trainee in monthly instalments. Trainees on part time courses may receive the bursary in larger instalments. Please see the [training bursary guidance](#) for more information on how the bursary is paid to eligible trainees.
88. The ITT provider should retain overall responsibility for assessing eligibility for core bursary payments to eligible trainees. Lead schools may recommend candidates for higher bursaries, but it is the ITT provider's responsibility to assess candidates for eligibility. Lead schools may not inform trainees of their bursary awards, this is the role of the ITT provider. More details of discretionary bursary funding can be found the [training bursary guidance](#).

Discretionary bursaries

89. Trainees who possess degree-level, relevant subject knowledge attained either through their career or through further accredited study, *may* be eligible for a higher bursary than their degree class or qualification would allow. This will be relevant to the academic year of study. ITT providers are allocated a limited discretionary allowance for this purpose, and may choose to 'uplift' trainees with relevant subject knowledge. This fund is aimed at career changers, and should be used at the provider's discretion.

Scholarships

90. Prestigious teacher training scholarships of £20,000 are available to eligible trainees holding at least a 2:1 or Master's degree (or equivalent). These scholarships are awarded through the following professional subject bodies:
- The Institute of Physics (IoP) for teaching physics;
 - The Royal Society of Chemistry (RSC) for teaching chemistry;
 - The British Computer Society (BCS) and Microsoft for teaching computer science, and
 - The Institute of Mathematics and its Applications (IMA) for teaching mathematics in collaboration with the London Mathematical Society

(LMS) and the Royal Statistical Society (RSS).

91. Candidates must go through a competitive process of an interview and assessment, conducted by the relevant professional body who will then recommend successful candidates to the candidates' ITT provider of choice. Successful candidates are known as 'scholars' once they have accepted a place on a School Direct (tuition fee) course. They may not receive the scholarship if they take up a salaried place.
92. Recommendation for a scholarship does not guarantee a place on the course; the candidate will still be subject to the ITT provider's full application and interview process for securing an ITT place. The candidate must have accepted a place on a School Direct (tuition fees) course before the scholarship can start. The scholar will automatically be able to access subject knowledge support and guidance and may be able to gain membership of the relevant professional body. They will also be able to draw down tuition fee loans from the SLC. Those who are unsuccessful in the BCS scholarship will receive a bursary commensurate to their degree award as detailed in Annex B.
93. Trainees can apply for these scholarships if they meet the eligibility criteria set out in Section 2 of this guidance for SD (tuition fees). Scholars will receive a financial award paid in the same way as the training bursary and must also meet the [training bursary eligibility criteria](#) relevant to the academic year of study, to be able to receive this award. No bursary is payable to scholars, only the scholarship award.
94. Further information on scholarships can be found on the Departments website at <http://www.education.gov.uk/get-into-teaching/funding/postgraduate-funding>.

25% Bursary uplift (Free School Meals)

95. Trainees who do the majority of their training (more than 50 per cent) in a school which has more than 35 per cent of pupils that are eligible for Free School Meals (FSM), will be entitled to a 25 per cent uplift to their existing bursary award or scholarship. Details of the awards and how they will be paid are set out in the [training bursary manual](#).
96. The lead school in the School Direct partnership will be expected to inform the ITT provider of the school in which the trainee is undertaking the majority (more than 50%) of their training, in order to attract the uplift. This information will be cross-referenced with the School Spring Census data, published by DfE in Spring 2013, to determine whether the school has more

than 35 per cent pupils eligible for FSM. The extra funds for the uplift will only be paid after the trainee has been identified in the 2013 Census collection and the school has been appropriately verified.

School Direct (salaried) funding

97. This section sets out how School Direct (salaried) funding will be paid for trainees who are on the salaried School Direct route.

Salary Rates

98. TA allocated places can only be used for trainees who are eligible for TA funding, as set out in Section 2. The salary rates are based on locality and subject; the definitions of areas and rates can be found in Annex D.

Trainees with at least a B in mathematics A-level on the new mathematics primary specialist courses will receive an extra £2,000 in addition to the salary rate. Schools must work with a designated Subject Specific Primary ITT Programme provider (SSPIP) to access this uplift. A list of designated SSPIPs is available at Annex C.

99. All salary rates are paid on the basis of full-time places, but trainees with a full-time equivalence of 0.5 will be classified as part-time. Payments will be made in equal monthly instalments from September to July. Exact arrangements are still being finalised and we will contact you with more information. A full breakdown of payments will be available to view on the [TA Extranet](#), and guidance documents and support tools will be issued at the start of the academic year.

100. Salary Funding subsidises salary and/or training costs. Maintained schools should pay trainees at least at point 1 of the unqualified teachers' scale and the employing school is expected to fund any shortfall in salary. Academies are not required to meet this condition, but they must pay trainees at an advertised rate.

101. The partnership should build in the administration costs and support structure for their trainees within their partnership agreement. There is no extra funding available for administrative costs of running the SD (salaried) programme or delivering academic qualifications, i.e. PGCE.

Training Duration

102. The TA will monitor the number of trainees who complete their programmes earlier than expected. It reserves the right to adjust

funding/future allocations accordingly and investigate any potential non-compliance.

103. Where the salary rate is less than the amount required by the ITT provider because of the location of the employing school, the provider should contact the TA to discuss adjustments to salary grant funding. Providers must keep clear, accurate and up-to-date records of the placements of trainees.

10% Salary Uplift (Free School Meals)

104. Trainees on the SD (salaried) programme will receive a 10 per cent uplift to their salary if they spend the majority of their time (more than 50 percent) in a school where more than 35 per cent of the pupils are eligible for Free School Meals (FSM). This information will be cross-referenced with the School Spring Census data, published by DfE in Spring 2013, to determine whether the school has more than 35 per cent pupils eligible for FSM.
105. The extra funds for the uplift will only be paid after the trainee has been identified in the 2013 Census collection and the school has been appropriately verified.

Withdrawals

106. Trainees who withdraw from their programme attract funding between the start date of their programme and the date of withdrawal; any surplus funding will be recovered by the TA.

Deferrals

107. If a trainee defers during their programme, the TA will only pay the provider up to the maximum salary rate. The deferral period is a maximum of one year. Providers should retain the funding received until the trainee returns to course. However, if the trainee does not return, the TA will recover any surplus funding. Exceptionally, a trainee might seek deferment more than once during the course of their training, but only two deferments may be entered on the SD database, and advice on the deferral decision should be sought from the TA Accreditation team at TA.accreditation@education.gsi.gov.uk.

Sickness or Special Leave

108. If a trainee is sick or has to take special leave (subject to school and

ITT provider policies), the TA will only pay the provider up to the maximum salary rate.

Programme Extensions

109. SD (salaried) programmes may be extended by up to three months beyond the planned end date. The TA will only pay the provider up to the maximum salary rate.

Recovery of Funding

110. The TA will recover all funding that is unused as a result of:
- under-recruitment against allocated places;
 - training location changing;
 - trainee withdrawals.
111. The TA does not allow the recycling of funding to fund additional trainees. The TA will write to schools and providers regarding the recovery exercise later in the academic year.

4. Training

112. The school and the provider should train the trainee in accordance with their partnership agreement (see earlier section on finding an ITT provider) and the [ITT Criteria](#). This is a school-driven model of ITT and the TA would expect that the models of training developed should reflect the leading role of the school. TA and DfE are keen that schools are able to design their own relationship and programmes with accredited ITT providers and are not imposing any particular model of delivery for any School Direct place. Schools need to consider what they want from ITT and how it should evolve to meet their needs.

Employment considerations for SD (salaried)

113. Under SD (salaried), trainees are working and training at the same time. Partnerships need to be aware that as employees, these trainees have the same rights and responsibilities as any other member of staff.

114. Trainees need not be employed in a supernumerary (in addition to your regular teaching staff numbers) position and can be employed in an established post provided there are no risks to the quality of their training.

115. The following criteria apply to all employment-based provision, in addition to the [ITT Criteria](#) that apply to all provision:

- C4.1 For the period of training all candidates must be employed as unqualified teachers at a school, and (except candidates employed in academies or independent schools) must be paid in accordance with at least point one on the unqualified teachers' pay scale for the period of their training.
- C4.2 Candidates are only admitted to employment-based programmes by either the TA or by an accredited provider.
- C4.3 No candidate will be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher.

Schools in special measures

116. Partnerships should satisfy themselves that schools have the capacity to undertake their responsibilities. Where a school is deemed to require improvement or is in special measures, it may still be possible for the school to be involved in the delivery of ITT, e.g. if the improvements to be made do not affect the subject or age range for which the trainee is training.

117. Schools in special measures should only be used for SD (tuition fee) places if the lead school and the accredited provider are confident that the trainee will not be disadvantaged by the school experience, and the situation will need to be kept under close review. In some cases, the provider and lead school may need to put in place additional support for any affected trainees, or ask another participating school to provide their training.
118. Schools already in special measures should not employ SD (salaried) trainees. If a participating school goes into special measures while a trainee is already employed, the trainee may remain in place provided that:
- there are no risks to the individual's training;
 - another school provides any necessary additional support, and
 - the partnership agreement is amended to reflect increased support, monitoring and revisions to the Individual Training Plan (ITP).
119. Schools that go into special measures while a trainee is already employed may continue to receive funding for those trainees only, and should not recruit or employ any further trainees while they remain in special measures. The lead school and the accredited provider should assure themselves that any trainees already employed will not be disadvantaged, and should keep the situation under close review.

5. Post Training Employment Expectation

120. The Government's [Training Our Next Generation of Outstanding Teachers: Implementation Plan](#) published in November 2011 stated "Once the trainee has completed training and gained qualified teacher status, the school will be expected to employ the trainee."

What does the TA mean by an expectation of employment?

121. In determining how many School Direct places to request, schools should have reviewed their previous employment patterns and use any current knowledge on staffing/budgetary issues to make an assessment of future need. This assessment should enable schools to request a number of places that broadly matches the future employment requirements within the school or partnership of schools where the trainee will be based. The TA expects the school or partnership of schools to have a clear capacity to employ the trainees when they successfully complete their training programme.
122. Trainees can be employed within the individual school or group of schools in which they have trained. In recruiting and selecting trainees, schools will want to have in mind the suitability of candidates to train and teach in the particular environment of the school partnership. Throughout the process, schools should be aiming to employ trainees at the end of their training.
123. Naturally there will be occasional circumstances that prevent a trainee taking up employment in one of those schools (such as not completing the course, changes to the school structure, outside factors, personal preference) but it should be the school's intention to retain the teachers, based on a reasonable expectation of there being a vacancy.
124. When assessing future requests from schools for School Direct places, the TA may consider how successful the school's previous School Direct trainees have been in securing employment and prioritise schools that have high employment rates.

6. Audit and Evaluation

125. Lead schools and ITT providers should work together to ensure correct expenditure of any TA funding. As the accredited ITT provider and beneficiary of the funding, providers will be responsible for that funding. The TA reserve the right to request financial information from the ITT provider at any point, and ITT providers must ensure that they have control of their governance and financial sustainability.

126. The TA's expectation of managing money remains the same, and providers will be expected to return details of expenditure via audited accounts. Further guidance will be made available shortly on governance, financial management and audit.

Annex A - Types of School Direct Participant Organisation

To participate in School Direct you will need to adhere to at least one of the following criteria as a participant.

Nature	Definition/Role
ITT Provider	<p>The ITT Provider is formally recognised and accredited by the Department for Education in this role. The ITT provider is a full member of the School Direct partnership. As an accredited provider of Initial Teacher Training they have the experience of delivering teacher training and we anticipate they would have significant involvement in marketing, selection, assessment and standards monitoring for the trainees. The ITT Provider will formally recommend QTS for trainees for the partnership. Any training bursary funding from the TA is paid to the ITT Provider who is responsible for paying it to the trainee. The ITT provider has a responsibility for data collection to the TA and the SLC.</p>
Lead School	<p>The Lead School is the agreed point of contact for the partnership and can hold the allocations from the TA for the partnership's SD training places. They will be responsible for communications across the partnership to and from the TA and between each participating member of the partnership. The Lead School is responsible for partnership activity and actions. The Lead School must be maintain (primary or secondary, academy or free school). Sixth form colleges and private schools cannot be lead schools unless they are designated as a Teaching School. The Lead School is responsible for placing of trainees across the partnership and must notify the ITT Provider of the location of trainees. The Lead School can be a participating school.</p>

Nature	Definition/Role
Participating School	Any type of school can be a participating school. The participating school hosts the trainee during their learning and is a full member of the partnership.
Private School	A private school can be a full or temporary member of the partnership. Like the participating school they are involved in training for the trainee but cannot act as a Lead School, unless also designated as a Teaching School.
HEI	A Higher Education Institute can be a University or a Further Education College. They can be a full partnership member where desired by the Lead School and ITT Provider. Trainee placements at an HEI should be restricted to personal qualifications and professional standards and learning. The HEI cannot be a participating school but can act as Lead provider for the partnership. The HEI has a responsibility to the TA and to HESA for the data returns for trainees.
Schools in Special Measures	<p>Schools in special measures should only be used for SD (tuition fee) places if the lead school and the accredited ITT provider are confident that the trainee will not be disadvantaged by the school experience, and the situation will need to be kept under close review. In some cases, the ITT provider and lead school may need to put in place additional support for any affected trainees, or ask another participating school to provide their training placement.</p> <p>Schools already in special measures should not employ SD (salaried) trainees, and will not be eligible to receive funding from the TA. If a participating school goes into special measures while a trainee is already employed, the trainee may remain in place</p>

Nature	Definition/Role
	<p>provided that:</p> <ul style="list-style-type: none"> • there are no risks to the individual's training; • another school provides any necessary additional support, and • the partnership agreement is amended to reflect increased support, monitoring and revisions to the Individual Training Plan (ITP). <p>The lead school and the provider should assure themselves that the trainee will not be disadvantaged by being employed in the school, and should keep the situation under close review. Schools that go into special measures while a trainee is already employed may continue to receive funding only for those trainees, but should not take on any further trainees while they remain in special measures.</p>

Notes: In all cases the word “partnership” is used to mean any and all forms of collective agreement to work together and act as an entity for School Direct.

Annex B - Training Bursaries*: Eligible ITT Subjects and Relevant Academic Awards

To follow are the training bursary awards for AY 2013/14. This manual offers no assurances on rates for future years.

Eligibility Group	ITT Subject	Bursary Tier
Secondary Priority	Chemistry**	1 st class (top tier): £20,000
	Mathematics**	2:1 (middle tier): £15,000
	Modern Languages	2:2 (bottom tier): £12,000
	Physics**	
Primary Specialist	Specialist Mathematics	1 st class (top tier): £11,000 2:1 (middle tier): £6,000
Secondary and other priority and primary	Biology	1 st class (top tier): £9,000
	English	2:1 (middle tier): £4,000
	Geography	2:2 (bottom tier): £0
	History	
	Computer Science***	
	Classics	
	Latin	
	Greek	
	Music	
	Physical Education	
	Primary	

*Trainees who spend the majority of their time (more than 50%) in a school with 35% or more pupils on Free School Meals will receive a 25% uplift to their bursary award.

**Trainees who successfully gain a scholarship award in these subjects (with a degree classification 1st or 2:1) satisfy all other criteria will receive an award of £20,000.

***Trainees who successfully gain a BCS scholarship in computing science (with a degree classification award of 1st and 2:1) and satisfy all other criteria will receive an award of £20,000. For those trainees in computing science who do not successfully gain a computing science scholarship will receive the bursary award in line with their degree classification, for a 1st the bursary award is £9,000 and for a 2:1 it is £4,000.

Annex C - SSPIP Providers

The full list of providers entitled to run the designated SSPIP course is:

Bishop Grosseteste University College
Edge Hill University
Institute of Education
Kent County Council EBITT
University of Birmingham
University of East London
University of Greenwich
University of Leicester
University of Northampton
University of Reading
University of Roehampton
University of Wolverhampton Schools' Partnership
University of Worcester

Appropriately qualified trainees enrolled in these courses are eligible for an uplift of £2000 to their bursary/salary.

Annex D – Rates for School Direct (salaried)

To follow are the salaried rates for AY 2013/14.

This manual offers no assurances about rates for future academic years.

Please note that all **rates** are calculated in Academic Years (AY) which run from 1 August to 31 July.

Initial allocations of SD salary are based upon the location of the provider, but actual payment will be calculated on the location of the employing schools and adjusted after the submission to the TA DMS of the trainee record.

The geographical locations for variation are:

Inner London boroughs

‘Inner London’ means the area comprising the London boroughs of Barking and Dagenham, Brent, Camden, City of London, Ealing, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Merton, Newham, Southwark, Tower Hamlets, Wandsworth and Westminster.

Outer London boroughs

‘Outer London’ means Greater London, excluding the inner London area.

London fringe area

Fringe area means:

(a) in Berkshire – the Districts of Bracknell Forest, Slough, and Windsor and

Maidenhead

(b) in Buckinghamshire – the Districts of South Buckinghamshire and Chiltern

(c) in Essex – the Districts of Basildon, Brentwood, Epping Forest, Harlow and Thurrock

(d) in Hertfordshire – the Districts of Broxbourne, Dacorum, East Hertfordshire, Hertsmere, St Albans, Three Rivers, Watford and Welwyn Hatfield

(e) in Kent – the Districts of Dartford and Sevenoaks

(f) in Surrey – the whole county, and

(g) in West Sussex – the District of Crawley.

Funding per place (by region)	2013/14
High priority	
National	£19,000
Inner London	£23,900
Outer London	£22,600
Fringe	£20,200
Other priority	
National	£14,000
Inner London	£17,600
Outer London	£16,600
Fringe	£14,900
Primary (non-specialist)	
National	£14,000
Inner London	£17,600
Outer London	£16,600
Fringe	£14,900
Primary Specialist	
National	£16,000
Inner London	£19,600
Outer London	£18,600
Fringe	£16,900

*Trainees who spend the majority of their time (more than 50%) in a school with 35% or more pupils eligible for Free School Meals will receive a 10% uplift to their salary.

Annex E – Further Information

Additional supporting information available the websites below:

Purpose	Location
Get Into Teaching: Initial website for teachers to find out about teaching and routes into teaching	http://www.education.gov.uk/schools
School Direct Funding: pages which support and inform on routes of funding for Teacher training	http://www.education.gov.uk/get-into-teaching/funding.aspx
Degree Equivalency : information on compatibility of qualifications across the World with UK recognised degree standards	http://www.education.gov.uk/ta-assets/~/_media/get_into_teaching/resources/subjects_age_groups/overseas_grade_comparison.pdf
Popular Questions : frequently asked questions and answers around teaching and becoming a teacher	http://www.education.gov.uk/get-into-teaching/faqs
GTTR site: the Graduate Teacher Training Registry website. Support in applying for Post-Graduate teacher Training in England, Wales and Scotland	http://www.gttr.ac.uk/

Funding communications should routinely be e-mailed to:

FA.Team@education.gsi.gov.uk

Questions surrounding allocations or available places should be e-mailed to:

TA.Allocations@education.gsi.gov.uk

For all other SD Queries not answered on the website should be e-mailed to:

schooldirect@education.gsi.gov.uk

Glossary

Term	Description
Lead School	The school in the School Direct Partnership which has overall responsibility for the activities and actions of the partnership.
QTS	Qualified Teacher Status
TA	Teaching Agency
GTTR	Graduate Teacher Training Registry
HEI	Higher Education Institute
FSM	Free School Meals
EU	European Union
SD	School Direct
AY	Academic Year
OTT(P)	Overseas Trained Teacher (Programme)
PGCE	Post Graduate Certificate in Education
GTP	Graduate Teacher Programme
ITT	Initial Teacher Training
SSPIP	Subject Specific Primary ITT Programme Provider
TTCID	Teacher Training Course ID
HESA	Higher Education
HEIDMS	Higher Education Institute Data Management System



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