



National College for
Teaching & Leadership

Early years initial teacher training requirements

Supporting advice

September 2013

Contents

Accreditation	3
1. Entry requirements	4
2. Training requirements	15
3. Management and quality assurance requirements	19
4. Employment-based requirements	25

Accreditation

In order to deliver early years initial teacher training (early years ITT), a provider must be accredited to deliver ITT leading to the award of qualified teacher status (QTS) and deliver a minimum of one programme leading to this award.

All accredited providers must continue to meet the ITT criteria.

Withdrawal of accreditation criteria

The National College for Teaching and Leadership (NCTL) will consider withdrawal of the accreditation of a provider where:

1. provision is not financially viable
2. the provider demonstrates impropriety or inadequate controls in its financial management, or does not comply with relevant financial reporting or governance requirements
3. the provider fails to comply with NCTL data requirements
4. the provider acts unreasonably in regulating their volume of trainees, and not in accordance with their NCTL allocation of trainee numbers
5. provision is repeatedly of 'requires improvement' or lower quality¹,
6. provision is non-compliant with 1 or more of the specified ITT criteria
7. the provider ceases to offer provision

Further information

The withdrawal of accreditation process is available from GOV.UK.

Scope

The document sets out NCTL requirements for delivery of early years ITT. Where providers do not meet all these requirements, NCTL will consider withdrawing allocation of places.

¹ As determined by Ofsted inspection grade criteria for ITT leading to the award of QTS

1. Entry requirements

All accredited ITT providers must ensure:

R1.1 That all entrants have achieved a standard equivalent to a grade C in the GCSE examinations in English, mathematics and a science subject.

Scope

The aim of this requirement is to ensure that entrants to early years ITT have demonstrated their achievement of a minimum standard of educational attainment and have an acceptable level of subject knowledge in core subjects.

The requirement makes it clear that it is the standard, not the certificate that matters. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C may be given an opportunity to show that they can nevertheless meet the required standard, either by taking an equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

NCTL does not provide a list of qualifications that can be considered equivalent to the GCSE examinations in English, mathematics and science. When early years ITT partnerships look for evidence that a qualification is of a standard equivalent to GCSE grade C, they should look at the content not only in terms of its level, but also in terms of its breadth.

Specific qualifications

Qualifications in key and functional skills at level 2 are not equivalent to GCSEs in terms of content, and early years ITT partnerships should look for additional evidence of breadth of knowledge and understanding in applicants with key and functional skills certificates but without GCSEs at grade C or above in English and mathematics.

While applicants with a GCSE grade C or above in English and/or English language may be deemed to have met the requirement, early years ITT partnerships should look for further evidence of a breadth of achievement in English where applicants have achieved a GCSE grade C or above in English literature.

Further information

The National Recognition Information Centre for the United Kingdom (UK NARIC) can provide advice on the equivalence of overseas qualifications. UK NARIC can be contacted at:

UK NARIC, Oriel House, Oriel Road, Cheltenham, GL50 1XP

tel: 0870 990 4088

fax: 0870 990 1560

All accredited ITT providers must ensure:

R1.2 That, in the case of graduate programmes of early years ITT, all entrants hold a first degree of a UK higher education institution or equivalent qualification².

Scope

The aim of this requirement is to ensure the graduate status of early years teaching. All entrants should have attained a qualification that demonstrates the level of knowledge, understanding and transferable intellectual skills associated with graduate status.

All entrants to early years teaching in England are required to have a UK first degree or equivalent qualification. Those on undergraduate early years ITT programmes will, if successful, graduate and meet the standards for the award of early years teacher status (EYTS) at the same time. Those entering graduate early years ITT programmes need to have attained a first degree-level qualification before they commence the programme.

Early years ITT partnerships should view original certificates in order to validate an applicant's degree status. However, they should exercise discretion in the case of recent graduates where there is a delay in the applicant receiving the original certificate. In these cases, providers should obtain written confirmation from the relevant degree-awarding institution that the applicant has achieved graduate status, and should ensure that they view the original certificate as soon as it is available.

Degree subjects

NCTL does not specify that early years teachers must have a degree in a particular subject or discipline. It is the Teachers' Standards (Early Years) that specify the subject

² A first degree comprises 300 HE credit points of which 60 must be at level 6 of the QCF. Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at level 6 (HE level 3) in order to attain an equivalent qualification.

knowledge required for the award of EYTS. All trainee early years teachers must meet these requirements by the time they complete their training.

Information on degree-level qualifications

Providers will need to make sure those responsible for decisions on entry are familiar with, or have access to, advice on the range of qualifications generally regarded as equivalent to a first (bachelor's) degree in the UK, including overseas qualifications, professional or vocational qualifications, and qualifications no longer available but held by mature applicants.

For example, the MEng is a 4-year first degree, the BPhil is usually a research degree, and some taught master's degrees may be open to people without a first degree.

It is for the provider to decide whether an individual's qualification meets this criterion, and whether a particular master's degree demonstrates the breadth and type of academic engagement that would be expected from first degree study. Partnerships that do not include degree-awarding bodies may wish to seek advice from those that are.

Further information

UK NARIC can provide advice on the equivalence of overseas degrees. UK NARIC can be contacted at:

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tel: 0870 990 4088

fax: 0870 990 1560

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland describes the higher education qualifications awarded by UK higher education institutions (HEIs) at 5 levels, formerly identified as certificate, intermediate, honours, masters and doctoral.

All accredited ITT providers must ensure:

R1.3 That all entrants, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.

Scope

The aim of this requirement is to ensure that, before anyone is admitted to an early years ITT programme, they have been deemed suitable to become a teacher. This will help to protect children and young people from trainee teachers who might put them at risk of harm because their previous conduct shows that they are unsuitable for teaching. Early years ITT partnerships will conduct interviews, run background checks, and assess if an applicant has the appropriate intellectual and academic capabilities and personal qualities, attitudes, ethics and values to meet the Teaching Standards (Early Years).

Providers should consider a wide range of evidence to judge applicants' suitability to teach, for example; information from application forms, referees' reports, advice from schools, results of any entry tests or tasks, applicants' portfolios, and interviews.

Interviews

Providers should consider how information from interviews can help to identify and take account of trainees' specific needs during training, including any exemptions from programme requirements on the basis of prior achievement. The interview process might include, for example, observation, discussions of professional portfolios and discussions of prior achievement.

Equality

To comply with equality legislation, providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.

The 2010 Equality Act and 2001 Special Educational Needs and Disability Act (SENDA) require providers to ensure they are not discriminating against applicants with disabilities or special educational needs (SEN).

Applicants/trainees with disabilities are under no obligation to disclose their disabilities. Providers must ensure that their provision does not place applicants/trainees with disabilities at a disadvantage. Providers must also consider making anticipatory adjustments to promote positively equality of access for disabled applicants, including access to benefits, facilities and services. They should provide as many opportunities as possible for applicants to identify any special arrangements they may require, for example when inviting them for interview or making arrangements for any entrance tests.

Intellectual and academic capabilities

Early years ITT providers should consider the full range of applicants' knowledge, skills, academic background and prior experience to judge whether they have the capability to meet the Teachers' Standards (Early Years) in the time planned for their training. The selection process provides an opportunity to assess applicants' ability to communicate effectively.

Appropriate qualities, attitudes, ethics and values

Providers should consider the full range of experience and achievement to assess applicants' potential to meet all the Teachers' Standards (Early Years). Providers may wish to consider applicants' non-cognitive attributes, as well as their academic qualifications. Providers should have in place rigorous selection processes, so that only applicants with excellent subject knowledge and aptitude for early years teaching enter training.

Health and physical capacity to teach

Providers have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. Many people with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Providers are responsible for ensuring that only trainees who have the capacity to teach remain on the programme.

Successful applicants offered a place on an early years ITT programme may have completed a fitness questionnaire prior to commencing the programme. Early years ITT providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions which are necessary to ensure that a person can carry out an intrinsic function of the work of an early years teacher.

DBS checks

Statutory guidance, Safeguarding Children and Safer Recruitment in Education, requires providers to ensure that entrants on all routes have been subject to Disclosure and Barring Service (DBS) barred list and criminal records check, and they should keep records showing that trainees have obtained these.

The DBS will now only issue DBS certificates to applicants and will no longer send a copy to the registered body. Providers will need to ask applicants for sight of their original

DBS certificate. Checks are now run distinctly for those working with the child, adult, child and adult, or other (not children or adults) workforce.

If providers wish they can keep a copy of the certificate, or print a copy of any status checks, if taken with the trainee's permission and kept in line with the DBS policy for the storage and retention of disclosure information, the DBS Code of Practice, and the Data Protection Act.

The DBS now offers an optional update service. Individuals can apply to have their criminal record check kept up to date for a small annual fee and employers can go online and see if the information released on the printed check is still current and valid free of charge.

Providers should confirm to schools and settings that a non-salaried trainee's barred list and criminal record checks have been completed. Schools and settings will wish to record this evidence in their single central record.

In the case of employment-based routes, the responsibility lies with the employer to ensure the checks have been carried out. A further DBS check should not be undertaken by the training partnership if they have received notification from the employing school or setting that a satisfactory enhanced check has been obtained.

Providers should view barred list and criminal record checks for all non-salaried trainees prior to commencing school or setting-based elements of their training, making decisions on suitability based on the applicant's certificate, which is the only copy the DBS will now issue, and information from the update service where available.

Additional information is no longer available for criminal records checks. However, in a very small number of circumstances, the police will still be able to use their common law powers to share such information directly with employers in serious cases. This would only take place if it was necessary to protect the integrity of current police investigations.

The registered body must ensure that its partners do not have access to copies of DBS checks or to any information contained in a trainee's disclosure. It is an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, to share any disclosure information with any person who is not a member, officer or employee of the registered body; this includes revealing the existence of any information.

Partners within an early years ITT partnership should not demand access to information to which they have no legal right or entitlement, nor should partners breach the DBS Code of Practice in order to comply with such a demand: either directly, by providing the information, or indirectly, by implicating trainees. Equally, where an employing school or setting has received the check information, they must not share this information with others, including, for example, a commissioned accredited provider.

Persons guilty of breaching the DBS Code of Practice are liable to deregistration, a fine and imprisonment, and early years ITT providers are likely to face withdrawal of places.

Providers will wish to establish a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining a programme of early years ITT or undertaking practical training in a school or setting.

When an employee such as a practitioner, supervisor, teaching assistant, or cover supervisor, who has been in service with schools or settings in England without a break of three months or more since a previous criminal records check, starts an employment-based scheme at the school or setting where they are employed, the school or setting should not require a new check. If the individual is registered with the DBS update service, the school or setting may be able to use the existing certificate and the update service instead of seeking a new check, where the certificate is shown to be current and of the same type (Enhanced Disclosure with Children's Barred List check, for Child Workforce).

Providers have no statutory duty to subject a trainee early years teacher to more than one criminal records check during the course of their programmes, even when these extend beyond 3 years, and providers should refuse requests for repeat disclosures unless a trainee gives cause for concern. Providers should not make additional checks in respect of time spent in separate schools or settings. However, providers may choose to make periodic checks of their trainees on the update service where possible, though specific trainee permission is required.

Early years ITT tutors who have only occasional contact with children and are not left unsupervised with children do not require a criminal record check provided they are at all times in the company of individuals that have been checked. Such individuals can include early years ITT trainees. However, should early years ITT tutors carry out any regulated activity with children and young people, the schools or settings will expect them to have obtained barred list and criminal record checks. Providers may wish to reflect a common understanding of whether tutors will carry out regulated activity with children and young people in their partnership agreement(s).

Providers will wish to ensure that trainees treat sensitive data and information with due confidentiality and be careful about who has access to it. Providers may wish to ensure that partnership agreements address the sharing of sensitive data about children and young people.

Students from overseas who undertake school or setting-based experiences in schools and settings in England should be subject to barred list and criminal record checks. Additionally, providers should obtain certificates of good conduct and references in respect of trainees who have spent time living overseas.

An applicant's true identity should be established in a face-to-face session, and the appropriate identity documents validated at the earliest opportunity. This might take place at the interview stage. These details should then be recorded and entered on the check application and forwarded to the counter signatory when a firm offer of a place is accepted, where a new check is required. If a trainee has a suitable existing certificate then the details should be obtained with permission to use them on the update system to check if the certificate is current.

Applicants become eligible to apply for a disclosure check when they have a firm offer of a place.

To prevent unnecessary delay in processing checks, providers should make it clear to trainees that they are not volunteers. The "Position applied for" field of the check application has changed to include both lines of 30 characters on the application form. On line 1 providers must write "child workforce", and on line 2 "student teacher"; any other entry in this field, or the inclusion of further details, such as specific course information, may lead to delays in the processing of the application.

In the event of a delay in receiving certificates from the DBS, headteachers and setting managers have discretion to allow trainees to start working in a school or setting subject to a satisfactory check of the DBS Children's Barred List and completion of other normal recruitment procedures. The registered body can initiate a barred list check of trainees by email request to TP Online. Providers should keep headteachers and managers fully informed of the progress of applications for checks, since schools and settings may wish to ensure appropriate safeguards are in place, such as maintaining closer supervision, for trainees who have not yet received a criminal record check.

Checks at the recruitment stage must not be the end of the matter. It is crucial that all staff are fully aware of child safety issues, that everyone is able to raise concerns about what seems to be unsafe practice, and that any expressed concerns are taken seriously and acted upon immediately.

Other background checks

Providers are responsible for checking that they do not admit applicants to early years ITT who are unsuited to work with children. Barred list and criminal records checks are an essential safeguard, but they will only identify those who have been cautioned or convicted, including those that may be serving prison sentences during the application and recruitment process, those that have come to the attention of the police, or those that have been barred from working with children. Many individuals who are unsuited to working with children may not have any previous convictions, and providers should be vigilant during the selection process. Providers or employing schools and settings have a duty to ensure that trainees are properly managed and supervised and that, if they have concerns, information is referred to the police and the DBS.

Providers may ask applicants to declare any unspent convictions, cautions, reprimands or warnings, but must not ask them to declare if they have ever been convicted of a criminal offence or received a caution, reprimand or warning. Further information is available below on the filtering process the DBS now use, with which providers should be familiar. If a trainee withholds such information, the provider may consider termination of the training.

In the case of a trainee who is arrested, under investigation, charged with an offence or who receives a conviction, the provider should exercise its professional judgement on a case-by-case basis in considering whether to allow the trainee to continue the programme, to suspend them from the programme, or to terminate their training. Under safeguarding laws, if a provider removes a trainee, or if they would have removed the trainee had they not left, from a programme because that trainee has harmed or poses a risk of harm to children, the provider must refer this case to the DBS.

Further information

For further information about the Equality Act 2010 and other relevant legislation regarding disability see requirement C3.3.

DBS

In December 2012 the functions of the Independent Safeguarding Authority (ISA) and Criminal Records Bureau (CRB) were merged to form a single new body called the Disclosure and Barring Service (DBS). DBS is responsible for all DBS checks and maintaining the Children's Barred List. CRB-branded certificates should be treated the same as DBS-branded certificates.

DBS provides checking service guidance, including on the handling of DBS certificate information. Any queries about DBS checks should be referred to DBS at customerservices@dbs.gsi.gov.uk or on 0870 909 0811.

Filtering

DBS removes certain specified old and minor offences from criminal record certificates issued after 29 May 2013. Information will not be disclosed only if:

- i) a substantial period of time has elapsed (eg 11 years for adult convictions)
- ii) it is not one of the specified offences which must always be disclosed
- iii) it did not result in a custodial sentence

If someone has more than 1 conviction, all their convictions will always be disclosed.

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 identifies a range of offences which are serious, or relate to sexual offending, violent offending or safeguarding and will, therefore, never be filtered.

Question e55 on the DBS application form guidance for a criminal record check has now been amended to reflect these changes. Question e55 asks the applicant 'have you ever been convicted of a criminal offence or received a caution, reprimand or warning?' Applicants should now ignore this question and treat this question as if they were being asked 'do you have any unspent convictions, cautions, reprimands or warnings?' Providers must bring this change to applicants' attention when completing the DBS application form.

DBS provides additional guidance on filtering, with which providers should be familiar.

Update service

Providers wishing to use the update service for applicants with existing criminal record checks on the system will need to secure an applicant's permission to use their certificate number, name and date of birth to access the applicant's online record. Permission is required each time a provider wishes to check the update system for an applicant. The update service will show whether the certificate:

- did not reveal any information and remains current
- remains current
- is no longer current, and a new check is required for up-to-date information

Providers will need to check that the type of certificate the trainee already has is for the relevant workforce and of the right level and type; all trainee checks should be Enhanced Disclosures with Children's Barred List check, for the Child Workforce.

Registration with the update service is voluntary and only individuals obtaining new checks after 17 June 2013 will be able to opt into the service, so not all applicants will be on the system. Providers still need to view an applicant's original certificate to check any information that may be contained on it, and make any necessary determinations of suitability as a result.

The update service and detailed guidance for applicants and providers, including on new form-filling requirements, is available from www.gov.uk/dbs-update-service.

General

Other relevant information includes:

- Statutory guidance Regulated Activity (children) – supervision of activity with children which is regulated activity when unsupervised
- Statutory guidance Safeguarding Children and Safer Recruitment in Education
- The Code of practice for registered persons and other recipients of DBS check information
- Working together to safeguard children guidance

All accredited ITT providers must ensure:

R1.4 That all entrants beginning early years ITT on or after 1 August 2014 have passed the professional skills tests prior to entry.

Scope

The professional skills tests are set in the context of the wider professional role of a teacher, and for trainees entering early years ITT in 2014 to 2015 onwards they must be passed prior to starting a programme of early years ITT.

When registering for skills tests, applicants can register for special arrangements.

2. Training requirements

All accredited ITT providers must ensure:

R2.1 That the content, structure, delivery and assessment of programmes are designed to:

a) enable trainee teachers to meet all the Teachers' Standards (Early Years) across the age range of training

b) ensure that no trainee teacher is recommended for the award of EYTS until they have met all of the Teachers' Standards (Early Years)

Scope

At the outset, early years ITT providers should make clear to trainees and to all of those involved in the partnership, the scope and coverage of the programme, including subject and curriculum knowledge and the anticipated outcomes of training.

Programme design underpins all the training requirements and should be flexible enough to meet the needs of every trainee. Providers should look particularly at the extent to which their provision and assessment practices are designed to ensure that trainees meet the Teaching Standards (Early Years).

Early years ITT providers should offer trainees specialist training to develop the necessary knowledge and understanding and related pedagogy that will enable them to teach across the full age and ability range of training. Not every school or setting can provide opportunities to teach across the whole 0 to 5 age range, or the full ability range, or a diverse population. Providers will therefore need to work with different schools and settings to give trainees a breadth of experience and provide them with opportunities to demonstrate all the Teaching Standards (Early Years).

Schools and early years settings have a crucial role to play in designing training that provides the range of experiences that trainees need. Therefore, early years ITT providers will need to work across a range of schools and settings to give trainees a breadth of experience and provide them with opportunities to demonstrate all the Teaching Standards (Early Years).

Providers should make every effort to ensure that trainees have experience in year groups undergoing national assessments. Providers should plan assessment opportunities within the training programme that enable them to monitor trainees' progress.

Trainee assessment procedures should be rigorous and robust, supporting consistent and accurate judgements.

All accredited ITT providers must ensure:

R2.2 That they prepare all trainee teachers to teach across the 0 to 5 age range (the Early Years Foundation Stage) and engage them with the educational continuum of expectations, curricula, and teaching in key stage 1 and 2.

Scope

Training must enable trainees to acquire the knowledge and skills they need to be able to teach across the 0 to 5 age range and engage them with the educational continuum of expectations, curricula and teaching in key stage 1 and 2. To meet this requirement, providers should consider how the programme design and trainees' time in at least 2 schools or early years settings will ensure that trainees are fully prepared to teach across the full 0 to 5 age range. Furthermore, providers must ensure that the programme design facilitates engagement with the expectations, curricula and teaching in key stage 1 and 2. They can take account of time spent working with children before training starts.

Covering the age range

Teaching across the 0 to 5 age range is a minimum requirement. Early years ITT providers may, if they wish, offer programmes with some enhancement, for example 5 to 7 year olds. In these cases, the trainee will be assessed only in the 0 to 5 age range of training. Partnerships should however make clear to applicants early in their programme which age ranges their training will cover.

Engagement with key stage 1 and 2

Early years ITT providers must engage trainees with the educational continuum of expectations, curricula and teaching in key stage 1 and 2. Trainees might engage with the expectations, typical curricula, teaching arrangements and strategies in a variety of ways such as by visits to different schools and settings, observations of lessons, or working with curriculum documents and plans. This requirement does not necessarily mean that trainees must teach lessons in these age ranges. However, a minimum of 2 weeks should be spent engaging with key stage 1.

All accredited ITT providers must ensure:

R2.3 That training programmes are designed to provide trainee early years teachers with sufficient time being trained in early years settings or schools³ to enable them to demonstrate that they have met all the Teachers' Standards (Early Years). This means they would typically be structured to include at least the following periods of time to be spent in training in early years settings or schools that should include a minimum of 2 weeks in a school in key stage 1⁴:

- a 4-year undergraduate programme 160 days (32 weeks)
- a 3-year undergraduate programme 120 days (24 weeks)
- a graduate (non-employment based) programme 120 days (24 weeks)⁵
- employment-based programme – as determined by the training programme

Scope

Time spent in schools or early years settings should be part of a coherent training programme that enables trainees to meet the Teachers' Standards (Early Years).

Time spent training in settings other than schools or early years settings can form a valuable part of programmes, but cannot be counted for the purposes of meeting this requirement.

Applicants to early years ITT with practitioner or teaching experience might not need to spend as much time in schools or early years settings as those with little or no prior experience, as long as they are given enough time during the training programme to demonstrate that they have achieved all the Teaching Standards (Early Years). However, providers should be careful not to assume that time spent working in a school or early years setting is in itself sufficient to exempt trainees from the requirement to teach in at least 2 schools or early years settings. In these cases, trainees will need to be able to demonstrate that they have had an assessed experience of teaching children rather than working in a support role. It is unlikely that any trainee, however experienced, would be able to demonstrate achievement of all the Teaching Standards (Early Years) over a period of less than 6 consecutive weeks of training in a school or early years setting in which their teaching is regularly observed and assessed.

³ Section 4 of the Education Act 1996 defines a school as: "an educational institution which is outside the further education sector and the higher education sector and is an institution for providing (a) primary education, (b) secondary education or (c) both primary and secondary education".

⁴ Time in schools or settings may be completed on a part-time basis to make up the full-time equivalent amounts detailed in C2.3.

⁵ This applies to all primary graduate (non-employment based) programmes beginning on or after 1 August 2013.

Early years ITT providers should satisfy themselves that partner schools and early years settings have the capacity to undertake their responsibilities. Where a school or early years setting has had an unsatisfactory Ofsted inspection, it may still be possible for providers to use the school or early years setting, especially if the improvements to be made do not affect the age range in which the trainee is training. The partnership will need to be confident that the trainee will not be disadvantaged by the school or setting experience and that the situation is kept under close review.

All accredited ITT providers must ensure:

R2.4 That each trainee early years teacher has taught in at least 2 schools or early years settings.

Scope

Trainee early years teachers need breadth and variety of experience in schools and early years settings to enable them to meet all the Teachers' Standards (Early Years). They need to teach children from different backgrounds, and across the 0 to 5 age range, as well as gaining experience of different approaches to teaching and to school and early years setting organisation and management.

The requirement specifies that trainees must have taught in 2 schools or early years settings prior to the award of EYTS. It is not sufficient for trainees only to have had experience of 2 schools or early years settings. Providers may wish to consider whether a trainee with prior assessed experience of teaching in a school or early years setting has gained enough relevant experience to allow the provider confidently to count that previous teaching experience as one of the 2 schools or early years settings stipulated in this requirement.

Employment-based trainees will often need to be released from their employing schools or early years setting to spend time teaching in another school or early years setting. Providers will want to ensure that the other schools or early years settings are carefully selected to extend the knowledge, skills and understanding of the trainees and provide opportunities for them to demonstrate, through their teaching, how they meet the Teaching Standards (Early Years).

3. Management and quality assurance requirements

All accredited ITT providers must ensure:

R3.1 That their management structure ensures the effective operation of the training programme.

Scope

Providers must plan their provision to ensure that they comply with the current early years ITT requirements and provide the opportunity for trainees to demonstrate that they meet all of the Teachers' Standards (Early Years) for the award of EYTS. Providers are expected to provide training of high quality and seek continuing improvement.

Schools and early years settings should play a significant, and often leading, role in the design and delivery of training provision. The management structure, including all strategic management and other committees, should demonstrate the central role that schools and early years settings play in all aspects of provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the award of EYTS.

Providers must contact NCTL to seek approval for any proposed significant variations to the governance and/or operational structure of the provider. This includes, for example, the loss or removal of a partner organisation, or a change in the accounting officer. If a provider is in any doubt as to whether they should advise NCTL of such a variation, they should do.

Details of any proposed variations should be sent to itt.accreditation@education.gsi.gov.uk.

All accredited ITT providers must ensure:

R3.2 That partners establish a partnership agreement setting out the roles and responsibilities of each partner. Provision that is not school or setting-led must assure the significant role of schools and early years settings in recruiting, selecting, training and assessing trainee early years teachers.

Scope

The partnership agreement should be a clear, working document that can be used to guide and inform the contributions of each partner, and help to support coherent arrangements across the various contexts in which the training takes place. The partnership agreement will be underpinned by other practices, such as well-understood

procedures for communication between the partners and agreed arrangements for the co-ordination of the training.

Where provision is not school or setting-led, providers must assure the significant role of schools and early years settings in the recruiting, selecting, training and assessment of trainee early years teachers. The roles and responsibilities of all partners should be clearly defined in the partnership agreement.

Other arrangements, such as the partnership's quality assurance procedures, the content and delivery of each of the early years ITT programmes, policies for equality of opportunity and the formal organisation and management of the partnership should be addressed in the partnership agreement. The partnership agreement may make reference, for example, to the functions of groups and committees in managing the partnership and the ways in which resources are allocated among partners. The agreement and any associated supplementary documentation may be reviewed and revised by members of the partnership at appropriate intervals.

Roles and responsibilities

All trainers and trainee teachers need to be clear about who is responsible for elements of training and assessment, how provision is managed and how the elements fit together to ensure training addresses all the Teachers' Standards (Early Years) for the award of EYTS.

Partnership agreements should specify the different roles within the partnership including, for example, programme and course leaders, mentors, tutors, training managers, and internal and external moderators. They should also set out how partners contribute towards:

- selecting and interviewing applicants
- moderating assessment judgements of trainees against the Teaching Standards (Early Years)
- providing professional development opportunities for colleagues within the partnership
- trainee access to resources
- any course and/or programme committees
- quality assurance including improvement planning and self-evaluation
- the promotion of equality of opportunity
- the safeguarding of children and young people

Providers of salaried routes must ensure that all schools or settings where trainees undertake any additional teaching experience understand and agree to the partnership roles and responsibilities and have the capacity to provide the necessary training and support.

Non-school or setting-led training programmes

Where provision is not school or setting-led, the partnership agreement should set out clearly the ways in which schools or early years settings will play a significant role in the recruitment, selection, training and assessment of trainees.

This will include the role of schools or settings in marketing courses, and designing the selection process. It will also include the ways in which schools or settings take the lead in assessing applicants' qualities and attributes through for example; providing opportunities for applicants to undertake assessed work with children; organising and conducting applicants' interviews; and making suitability judgements of applicants, including judgements about their suitability and capacity to teach, their aptitude for teaching, and their potential to meet the relevant Teachers' Standards (Early Years).

All accredited ITT providers must ensure:

R3.3 That they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.

Scope

Trainees can only be recommended for the award of EYTS if they meet all of the Teachers' Standards (Early Years). Therefore, the assessment of trainees must be accurate and reliable in establishing, consistently over time, whether or not trainees meet the standards. In order to ensure accuracy and reliability the providers should have clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

External moderators have a key role to play in ensuring consistency of standards across as well as within early years ITT partnerships. Partnerships will need to ensure that external moderators have relevant expertise and experience to enable them to carry out their roles competently. They will also wish to ensure that the views of external moderators are taken into account fully when reaching decisions about trainees' achievement of the Teaching Standards (Early Years).

Evaluation

Early years ITT providers should clearly define the arrangements and responsibilities for monitoring and evaluating the quality of training provision across all the contexts in which it takes place, and identify ways in which it could be improved.

Early years ITT providers may wish to collect and analyse a variety of data to inform their understanding of the effectiveness of their provision. For example, they may collect and analyse data or other evidence about the following:

- training sessions – in order to establish their fitness for purpose and to identify strengths and weaknesses across the different contributions to the programme
- trainees' evaluations of how their training needs have been met
- tutors' evaluations of the training programme and how it is administered
- trainees' perceptions of their training
- feedback from past trainees
- feedback from internal and external moderation about the effectiveness and accuracy of the assessments of trainees against the Teachers' Standards (Early Years)
- feedback from external moderators about the effectiveness of training provision in helping trainees to meet the Teachers' Standards (Early Years)
- feedback from all involved in the training about the implementation of equality policies, and feedback from NCTL

Internal moderation

Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed accurately and reliably. Early years ITT providers should ensure that arrangements for internal moderation are in place and that they work effectively. The roles and responsibilities of those carrying out such arrangements are likely to be contained in the partnership agreement (see requirement R3.2).

Internal moderation procedures could include, for example:

- the involvement of staff with relevant expertise from 2 or more partners when assessing trainees
- detailed scrutiny by a moderating panel of a sample of trainees, including any judged by an assessor as on the pass/fail borderline, or likely to fail
- joint observations of trainees' teaching

- discussions by relevant staff of all the evidence available, including that derived from trainees' previous experience and achievement
- arrangements for feeding back information to the partnership about the accuracy and consistency of assessment arrangements and about elements of good practice to support improvements

External moderation

Early years ITT providers should appoint suitable external moderators. External moderators should have no direct involvement with the work of the partnership. They should be able to offer an external perspective on the attainment of other providers' trainees being assessed for the award of EYTS, which should help to verify the accuracy of the assessments made by the provider. Providers should consider how to use external moderators to corroborate and standardise their assessments of trainees.

Providers may wish to consider, when appointing external moderators, whether they have appropriate curriculum or age-phase expertise to enable them to provide specialist feedback.

The responsibilities of external moderators might include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees that internal moderators regard as being on the pass/fail borderline, or possible failures
- observation of the teaching of all trainees in a designated sample, such as those assessed as being borderline satisfactory to good, or borderline good to outstanding
- discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved the Teachers' Standards (Early Years), and at what level
- scrutiny of internal moderation arrangements, drawing on the some of the evidence gained from activities above
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the Teachers' Standards (Early Years) and early years ITT requirements, and including an evaluation of the accuracy of the assessments of trainees' attainment against the Teachers' Standards (Early Years)

In addition, providers should have procedures in place for monitoring and evaluating the management of their programmes including, for example, arrangements for the selection and de-selection of partner schools and settings. They will draw on the kinds of evidence exemplified above to inform the work of any committees that serve the partnership.

Providers should have systematic procedures in place in order to demonstrate that monitoring and evaluation have secured improvements in quality and outcomes for trainees. This may mean keeping comparative data and other evidence over a period of time.

Similarly, providers may wish to examine the procedures and practices they have in place for enhancing and improving the subject and pedagogical knowledge of all trainees and the knowledge of relevant curriculum areas for early years and key stage 1 and 2, and evaluate these against the success of trainees in meeting the Teaching Standards (Early Years). The evidence will need to be sufficiently robust to enable the provider to draw conclusions, and act upon them.

All monitoring and evaluation processes and activities should focus on impact and outcomes – particularly in the context of the standards achieved by trainees. Reporting and documenting of such activities should be evaluative rather than descriptive. These activities and processes might feed into improvement plans that capture the strategic and developmental intentions of the provider. When monitoring and evaluating programmes, providers are encouraged to compare their own provision with that of providers of similar and of different size and type.

4. Employment-based requirements

All accredited providers of employment-based early years ITT must, additionally, ensure all of the following:

R4.1 For the period of training, all applicants employed at a school⁶, (except applicants employed in academies, independent schools and early years settings) must be employed as unqualified teachers and must be paid in accordance with at least point 1 on the unqualified teachers' pay scale for the period of their training.

R4.2 No candidate will be required to perform more than 90% of the duties normally required of a full-time early years teacher.

The tested languages were the five most widely-taught in Europe: English, French, German, Italian and Spanish. Each jurisdiction tested their pupils in two of these languages. In England these were French and German. The tested languages were the five most widely-taught in Europe: English, French, German, Italian and Spanish. Each jurisdiction tested their pupils in two of these languages. In England these were French and German

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⁶ As defined by the latest School Teachers' Pay and Conditions Document. *“school” means, except where otherwise stated, a school maintained by an authority*

(<http://media.education.gov.uk/assets/files/pdf/s/130806%202013%20stpcd%20master%20final.pdf>)



National College for
Teaching & Leadership

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