

Routes into teaching

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The steps to becoming a teacher

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468042-how-do-you-become-a-teacher

In England and Wales, to work as a teacher of children from age five to sixteen in state maintained schools (excluding academies and free schools) you need to have professional qualified teacher status (QTS). To be awarded QTS by the Teaching Regulation Agency (England) or the Education Workforce Council (Wales) you must complete a period of training.

The training can be a one-year Postgraduate Certificate in Education (PGCE), the Professional Graduate Diploma in Education (PGDE) or Postgraduate Diploma in Education (PGDE) or school-centred training, which recommends you for QTS. This is known as initial teacher training (ITT). For further information on teaching in other areas of the UK see our advice on training to teach in Scotland, Wales and Northern Ireland.

Newly qualified teachers (NQTs) then complete a period of induction, which is the first year of employment as a teacher in a school. NQTs are encouraged to start their induction as soon as possible after gaining QTS but there's no set time limit for starting or completing the induction.

Teachers in independent schools aren't required to have QTS, but most do. Many independent schools don't offer an NQT induction year.

It is possible to teach within further education without a teaching qualification, but career prospects are improved with one. For further information on teaching in other areas of the UK see our advice on training to teach in Scotland, Wales and Northern Ireland.

What age range do you want to teach?

Teachers in England with QTS are trained to teach within one of the following phases:

- **Primary:** typically across 3–7, 5–11 or 7–11 age ranges
- **Middle:** typically across 7–14 age range
- **Secondary:** typically across 11–16, 11–18 or 14–19 age range depending on the subject(s) of training

Once you have achieved QTS, it's legal for you to teach any age range, although it's not easy to move from one to another. Most teachers stay within the age ranges they trained to teach. If you want to change once you're qualified,

you'll need to build up a portfolio of evidence to persuade the head teacher you are able to teach a different age range.

If you would like to teach children aged 0–5, you can pursue a course of early years initial teacher training, leading to early years teacher status (EYTS). Teachers with EYTS specialise in early childhood development and may be employed in any early years setting including private, voluntary, maintained and independent establishments, as well as primary and nursery schools, free schools and academies in England that deliver the early years foundation stage.

What subjects can you teach at primary level?

The national curriculum sets out the subjects taught in state-maintained schools in England. Primary schools cover KS1 (5–7 year olds) and KS2 (7–11 year olds). In general, you'll need to feel confident about teaching the wide range of national curriculum subjects, which include the following compulsory subjects:

- English
- maths
- science
- design and technology
- history
- geography
- art and design
- music
- physical education (PE), including swimming
- computing
- ancient and modern foreign languages (at key stage 2).

In addition to these national curriculum subjects, primary schools must also teach religious education. Primary ITT courses are available with specialisms in a range of subjects, most commonly maths, science or foreign languages. Incentives are available for training to teach as a primary maths specialist, teaching maths across the primary age range as well as supporting other teachers.

What subjects can I teach at secondary level?

ITT in secondary teaching entails a specialist subject, but once you've gained QTS, you're legally qualified to teach any subject. It's common to find teachers in schools teaching subjects other than those they specialised in during their teacher training.

Secondary schools cover KS3 (11–14 year olds) and KS4 (14–16 year olds), and sometimes post-16.

Compulsory national curriculum subjects in England are:

- English
- maths
- science
- history (at key stage 3)
- geography (at key stage 3)

- modern foreign languages (at key stage 3)
- design and technology (at key stage 3)
- music (at key stage 3)
- physical education
- citizenship
- computing.

Schools must also provide religious education (RE), sex and relationship education (SRE) and careers guidance. Some schools additionally offer personal, social and health education (PSHE).

Schools also offer subjects outside this core list, for example, art, drama, dance, and media studies, and ITT courses exist to accommodate them.

Technical Awards, in subjects such as child development and graphic design, can be taken alongside at least five GCSEs by 14–16 year olds. Many schools and colleges offer A-levels and a range of vocational courses for 16-19 year olds. ©

Written by Jill Valentine, Sheffield Hallam University

What different types of school can you teach in?

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468070-what-different-types-of-school-can-you-teach-in

Education in the UK falls into two sectors: state maintained and independent. An understanding of the system will help you to decide where you would prefer to work.

The information that follows applies to England. For variations in the other parts of the UK, see our advice on teaching in Scotland, Wales and Northern Ireland.

What are state maintained schools?

Within the maintained sector there are different types of schools which can be defined by who employs the staff, controls admission and owns the land and buildings. Combinations of local authorities (LAs), school governing bodies and charitable trusts or religious organisations might be involved.

The main types of maintained school are:

- **Community schools:** wholly LA controlled.
- **Foundation and trust schools:** controlled principally by a trust and governing body.
- **Voluntary aided and controlled schools:** mainly religious or 'faith' schools run by a charitable foundation, often a religious organisation.
- **Academies:** may have businesses, faith groups or voluntary groups as sponsors. They are publicly funded by central government and have some freedom from the national curriculum.

- **Free schools:** newly-established by groups such as parents, teachers, charities or businesses. They are not-for-profit, government-funded schools which have some freedom from the national curriculum.

Most state-maintained secondary schools are all-ability comprehensive schools, but a few are grammar schools, which select pupils according to ability. Around 95% of maintained secondary schools have a specialism such as sports, arts, science, etc.

What is available in the independent sector?

The independent sector includes:

- **Independent schools:** no direct income from the state. These schools are sometimes called public schools or private schools and there are about 2,500 in the UK. They don't have to teach the national curriculum or employ teachers with qualified teacher status (QTS), although most do. Information about independent schools is available from the [Independent Schools Council](#) and the [Independent Schools Directory](#).
- **Montessori schools:** follow their own teaching method and in the UK cater for children mostly from the ages of three to six though there are some primary schools. For more information see [Montessori](#).
- **Steiner Waldorf Schools:** part of an international movement with a particular philosophy of education. Find out more at [Steiner Waldorf Schools Fellowship](#). ©

Written by Jill Valentine, Sheffield Hallam University

How to get the work experience you need to teach

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468048-how-to-get-the-work-experience-you-need-to-teach

Training providers want to know that you have the skills and motivation to teach, and you'll usually be required to have experience of working with children of the relevant age – preferably in a school environment.

Many training providers stipulate that this experience should have been for a minimum of two weeks and prefer it to have been done in a state school. Getting classroom experience will also help to confirm that teaching is the right career for you.

If you're not able to complete the experience quickly, don't delay sending your application, but state in the application that you have experience arranged in the near future.

How do you get work experience?

Use your contacts through family and friends. You can also contact schools directly to ask for work experience or to observe classes or shadow teachers, and check details of schools using the [Schools Web Directory](#).

Work experience in schools is popular and it may take time to arrange a placement so try to plan in advance. There are also a number of formal schemes which can help:

- **Get School Experience service (England only):** This is a programme for final year students and graduates interested in gaining experience in the classroom. School placements of one to ten days are available in all subjects, at secondary and primary levels, to those planning to apply for teacher training courses in the current cycle.
- **Paid internship programme (England only):** For STEM students in the penultimate year of their degree and interested in teaching maths or physics. The programme offers a four-week internship paying £300 per week in June/July. Apply directly to participating schools.
- **Student tutoring programmes:** Some institutions offer student tutoring programmes through which you go into schools to help with classes. These programmes are often available through university careers services or students' unions.
- **Undergraduate Ambassadors Scheme (UAS):** If you are a mathematics, science, technology or engineering undergraduate, your department may offer a classroom-based module. This would involve spending around 40 hours working in schools. There are currently participating universities in England, Scotland and Wales.
- **STEM ambassadors:** It may also be possible for students of mathematics, science, technology or engineering to become STEM ambassadors, which involves enthusing school students about these subjects and the careers they open up.
- **Taster courses and open days:** These are organised by schools, universities and others (such as Teach First) to provide an insight into teaching and teacher training. Taster courses tend to be targeted at shortage subjects or candidates from under-represented groups.
- **Paid work:** You may be able to obtain paid work in schools as a cover supervisor, teaching assistant, laboratory technician or learning mentor, for example. These posts are usually advertised on local authority (LA) websites or through recruitment agencies. Some schools offer graduate assistantship schemes either as individual schools or through programmes such as Try Teaching.
- **Voluntary work:** Most LAs run schemes for voluntary mentors to work with pupils on a one-to-one basis. Contact your LA for more information. Many universities work closely with local schools to encourage pupils to consider higher education (HE).

Tips for work experience

- Keep a diary of any work experience you do; this will be invaluable when it comes to writing your applications or preparing for interviews.
- Write notes about anything that you experience. For example, if a lesson did not work, think about how you would do it differently.
- Think about classroom control, different teaching styles and effective uses of technology. ☺

Written by Jill Valentine, Sheffield Hallam University

What qualifications do you need to become a teacher?

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468072-what-qualifications-do-you-need-to-become-a-teacher

To teach in the state maintained sector in England and Wales, you'll need to gain qualified teacher status (QTS) in addition to your first degree, unless you have completed a Bachelor of Education (BEd) or a BSc/BA with QTS.

There are a number of different training routes available which provide QTS, with the opportunity to train in different settings. Many of them offer the chance to gain a PGCE. To attain QTS you will also need to satisfy a range of criteria, outlined below.

What are the entry requirements for a career in teaching?

To qualify as a teacher in England you must meet the following requirements:

- **GCSE grade C/4 or above in mathematics and English:** for primary teaching you also need GCSE science grade C/4 or above.
- **A degree:** for primary teaching some ITT providers prefer you to have a degree in a national curriculum subject. If you don't, you should talk directly to the training provider to see if they will accept your degree. For secondary teaching you'll need a degree in, or closely related to, the subject you would like to teach.
- **Subject Knowledge Enhancement (SKE) courses:** if you want to teach a shortage subject and your degree is not closely linked to it, your training provider may decide that you need to take an SKE course to boost your subject knowledge. These courses vary in length according to your need and may be done full-time or through part-time study or distance learning, either before or alongside your initial teacher training course.
- **Declaration of health questionnaire:** you may be asked to complete a declaration of health questionnaire before starting the ITT course. Any information you provide about disability is protected by the Equality Act 2010. If you have a disability it is advisable to make early contact with the training provider.
- **Declaration of criminal convictions:** the provisions of the Rehabilitation of Offenders Act 1974, which allow convictions for criminal offences to be regarded as 'spent' after a period of time, don't apply to the teaching profession. You're required to declare any previous convictions. All trainee teachers undergo a criminal record check before starting school-based training. ☺

Written by Abigail Evans, University of Oxford

Overview of your postgraduate teacher training options

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468058-overview-of-your-postgraduate-teacher-training-options

There are several types of teacher training programmes available which lead to qualified teacher status (QTS). Whichever route you take, the training will be specific to the age group and/or subject that you want to teach. All involve learning the principles of teaching and gaining practical experience in schools or colleges, but there are significant differences in the way this is delivered.

In Scotland and Northern Ireland all teacher-training programmes are university or college-based. In Wales, most courses are university/college-based, but there are some school-based places available on the Graduate Teacher Programme. See the advice on teaching in Scotland, Wales and Northern Ireland for details.

University-led Postgraduate or Professional Graduate Certificate in Education (PGCE) or the Postgraduate Diploma in Education (PGDE)

Higher education institutions (HEIs) throughout the UK offer courses leading to a PGCE/PGDE. The courses usually last one academic year if completed full-time, but part-time and flexible learning options are also available. You will attend classes at the university or college where you're based, and will also spend a minimum of 24 weeks for both primary and secondary courses on placement in at least two schools. Placements are arranged by the HEI with their partner schools. During your studies for the PGCE you can gain up to 60 masters-level credits, depending on your course, while for the PGDE you can gain up to 120 credits at masters level. The PGDE is offered by a small number of institutions with the same duration and fees as PGCE courses. You apply for both via [UCAS Teacher Training](#).

School-centred initial teacher training (SCITT)

SCITT programmes provide school-led training run by a consortium of schools and colleges. They're offered throughout England and most of the training is delivered by experienced teachers in the school setting. Usually you'll do the majority of your training within one school with further placements in other schools in the alliance. In addition to QTS, most SCITTs will also offer a PGCE validated by an HEI, with training provided by university staff. Courses typically last for one academic year full-time.

School Direct

School Direct programmes provide school-led training run by a lead school in partnership with a university or SCITT and other schools, mostly on a one-year full-time basis. School Direct programmes allow schools to select trainees and decide on the focus of training based on the needs of the school and the trainee. There is an expectation, but no guarantee, that you will be employed in the school partnership once qualified. Most School Direct programmes lead to the award of a PGCE in addition to QTS.

There are two differently-funded programmes:

- **The School Direct training programme:** open to all graduates and funded in the same way as a university-based PGCE or SCITT. Trainees pay tuition fees and may be eligible for a bursary and/or loans for fees and maintenance.
- **The School Direct training programme (salaried):** for graduates who are already working in a school, or have work experience that they can demonstrate transfers to teaching.

Postgraduate Teaching Apprenticeship

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

Teach First

The Teach First leadership development programme is an employment-based two-year programme completed in early years, primary and secondary schools that are in challenging circumstances. These are schools that experience high levels of poverty or underachievement among their pupils. It is also possible to specialise in early years teaching through Teach First. The programme is primarily aimed at graduates with a 2.1 or above; however graduates with a 2.2 may also be considered.

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

Early years initial teacher training

Those who want to teach children up to the age of compulsory education (age 5), can follow a course of early years initial teacher training. This leads to early years teacher status (EYTS) which is deemed to be equivalent to QTS.

Early years initial teacher training programmes are available in the following forms:

- **Graduate entry:** a 12-month full-time academic course that includes school placements.
- **Employment-based graduate entry:** part-time 12-month programme for those already employed in an early years setting.
- **School Direct (Early Years):** a number of places are available with groups of schools or nurseries with the expectation of employment after gaining EYTS.

Researchers in Schools

Researchers in Schools (RIS) is a salaried teacher training programme based in non-selective state schools across England for researchers who have completed, or are about to

complete their PhD. The aim of the programme is to increase subject expertise, promote research and champion university access within schools. You are supported to achieve QTS in the first year and NQT status in the second year. The third year offers the opportunity to join the Subject Leadership Programme to work towards the RIS Research Leader in Education (RLE) Award.

Available in most national curriculum subjects, the programme offers enhanced salaries and benefits. On completion, teachers can choose to stay in schools or return to work in higher education.

Assessment Only (AO) route into teaching

The AO route is primarily for experienced teaching assistants or unqualified teachers, who have relevant experience or may currently be working in a school, and wish to attain QTS. It allows you to show that you already meet all of the standards for QTS without having to do any further training.

You'll need to provide detailed evidence and will be assessed in a school by an accredited and approved provider. The programme can also provide an employment-based training route for graduates entering teaching via independent schools or academies. ©

Written by Paul Barnes, University of Portsmouth

How do you apply for postgraduate initial teacher education and training?

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468040-how-do-you-apply-for-postgraduate-initial-teacher-education-and-training

Most initial teacher training programmes in England and Wales use the UCAS Teacher Training website for applications. For Scotland use UCAS undergraduate. For other programmes, you may need to apply directly to the provider.

The Department for Education (DfE) provides a search tool for teacher training programmes in England. See Get into Teaching for details. This will help you search for training courses starting in the following autumn.

What is the application process?

For university/college-led PGCEs, SCITTs and School Direct throughout England and Wales, you apply through UCAS Teacher Training. The application process (Apply 1) opened on 1 October for you to search for training courses that start the following autumn. You should apply as soon as possible to maximise your chance of getting the training place you want.

The system operates in two phases:

Apply 1: You can make up to three choices, which must all be submitted at the same time. They can include both primary and secondary choices and may be across the three routes of PGCE, SCITT and School Direct. The choices are considered by your chosen training providers simultaneously. The training providers must make a decision on your application within 40 working days of receiving it. Once you've heard from all your choices, you've got ten working days to respond to any offers you've been given and can only accept one offer.

Apply 2: This phase opens a little later in the autumn – usually in November. If you don't hold any offers from the Apply 1 phase, you can then make further applications. They have to be made one at a time but can be for any route and you can keep applying until you're offered a place.

- Find out **how to write a great application for teacher training** and **what to expect from the teacher training interview and selection day**.

Applications for PGDE courses in Scotland are made through the undergraduate UCAS system which will open in the autumn. Applications for PGCE courses in Northern Ireland are made directly to the institution.

How do you apply to the Postgraduate Teaching Apprenticeship?

The Postgraduate Teaching Apprenticeship was launched in September 2018. You can apply from the autumn – usually October – and should follow the steps above for applying for School Direct places. When searching for available courses on UCAS Teacher Training, select 'School Direct (salaried) training programme' and available Postgraduate Teaching Apprenticeships will be shown.

How do you apply to Teach First?

Applications are made online through the Teach First site. Recruitment is carried out on a rolling basis, with vacancies being filled as soon as suitable candidates are found. It's best to apply early as the participating schools' requirements in some subjects will be met quickly. If you're successful at the online application stage, you will then be asked to attend an assessment centre, where you'll deliver a short sample lesson, take part in a group case study exercise and have a competency-based interview.

How do you apply for early years initial teacher training?

Applications to the main graduate entry route are usually made directly to higher education institutions that provide early years ITT. Contact the institution for information on how to apply. The Department for Education has a list of accredited providers.

If you wish to follow the employment-based route, you'll need to speak to your employer in the early years setting and get their agreement.

If you are interested in the School Direct (Early Years) route you will need to contact one of the lead organisations that delivers the course. Details are available from the Department for Education.

How do you apply to Researchers in Schools?

Application forms are available on the Researchers in Schools website, and should be emailed along with a CV to the address indicated on the form. Those who are successful at the first application stage are then invited to an assessment centre which is held at one of the partner schools. You will have to deliver and evaluate a mini-lesson, take part in a group exercise and have a one to one interview.

How do you apply for the Assessment Only (AO) route?

Initially, you should talk to your current employer about this option and establish their willingness to support your progress to qualified teacher status (QTS). They may have already taken staff through this route and will be able to advise you on the options. You will then need to apply directly to an approved provider and details of these are available from the Department for Education.

How do you choose a course?

Research your options thoroughly, including looking at the institutions' own websites and visiting if possible. You may want to discuss your ideas with a careers adviser, to help work out what best suits your own preferences and circumstances.

Things you might consider when deciding where to apply include:

- Do you need to gain a PGCE? QTS alone qualifies you to teach in England but may not be sufficient elsewhere. Many PGCEs enable you to gain credits at masters degree level, which you may be able to use toward a full masters degree after you have completed your training.
- Are you restricting your choice to a particular geographical area? If so, there may not be courses of all types available for your subject or age range.
- Would you like to be fully immersed in the life of one school right from the start of your training or would you prefer more progressive placements in several schools?
- If you're considering a school-based route, it's important to find out as much as you can about the school or group of schools, their partner training provider(s) and the nature of the programme they offer as they do differ.
- Competition for places can be intense. Consider the balance of applicants to number of places available. Some school-based providers may only have one place available in the subject you wish to teach. Higher education institutions vary widely in the number of places they have to offer, and may have many applicants for some courses. @

Written by Paul Barnes, University of Portsmouth

Training to teach in further and higher education

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468062-training-to-teach-in-further-and-higher-education

The further education and skills sector includes further education (FE) colleges, independent training providers, the third sector (charities and social enterprises), adult and community learning, offender learning and the armed and uniformed services. There are several teaching qualifications available if you wish to teach students beyond the age of compulsory education; your choice will depend on the type of teaching role you wish to pursue.

What qualifications do you need to teach in FE?

It is possible to gain a lecturing job without a teaching qualification, but your prospects of gaining a position and of progression once in the sector are likely to be greatly enhanced by possessing an appropriate qualification.

You can take qualifications at various levels:

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

These qualifications may be undertaken in FE colleges, often on a part-time basis. For level 4 and 5 qualifications you'll usually need to be employed in a teaching role or be able to organise your own placement for teaching practice.

PGCEs in post-compulsory education are offered by higher education institutions either directly or through associated colleges. This is the most usual route into the profession for new graduates. The PGCE incorporates the requirements of the level 5 diploma, but offers additional units at a higher level. The PGCE can be undertaken as a full-time one year course, incorporating teaching practice, or part-time. You will need a degree in the subject you wish to teach.

There are no nationally specified entry requirements for these qualifications, though you need to show you have level 3 skills in English or mathematics to pursue specialist qualifications in these areas. Training providers, however, may have their own entry requirements.

If you achieve a qualification at Level 5 you can apply for qualified teacher learning and skills (QTLS) status with the Society for Education and Training (SET). You also need to have SET membership and level 2 or higher literacy and numeracy qualifications.

QTLS status is legally recognised as being equal to QTS, meaning you will be qualified to teach in schools and can be recruited to a permanent position with no further training. It's also possible to train in secondary teaching and then apply for work in the further education sector.

Where do you find FE teacher training courses?

Some PGCE courses can be found by searching on **UCAS Teacher Training** – select the further education age range on the course search. For other courses, look at the websites of individual further and higher education institutions to see what's available and apply directly to the training provider.

How do you become a higher education lecturer?

To become a university lecturer, you normally need to study for a masters or PhD qualification in the specialist subject area you want to teach. You're not expected to have a teaching qualification before you begin, but can study for teaching qualifications once in post. The Higher Education Academy, now known as Advance HE, accredits university teaching and learning CPD (continuing professional development) courses. ☺

Written by Paul Barnes, University of Portsmouth

Funding for teacher training

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468038-funding-for-teacher-training

You may be eligible to receive financial support in the form of a bursary or scholarship to help fund your training. Your eligibility and how much you will receive depend on a range of factors, including:

- your class of degree. You'll need a 2.1 or higher to apply for a scholarship, although you may be eligible with a 2.2 if you have significant relevant experience. You can apply for a bursary with a 2.2 or higher.
- the subject you wish to study.

If you're not eligible for a bursary or scholarship, you can apply for a loan to cover tuition fees (for unsalaried teacher training routes). You may also be eligible for a maintenance loan to help with living expenses, such as rent, food and travel, while you're studying. You will need to start making loan repayments once your salary reaches a certain level, currently £25,725 if you already have a student loan from 2012 or later, or if this is your first student loan.

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

Bursaries for shortage subjects

Non-repayable bursaries are available for trainee teachers on some full and part-time primary and secondary Postgraduate Certificate in Education (PGCE) courses, school-centred initial teacher training (SCITT) schemes and non-salaried School Direct programmes. The amount you receive depends on the subject you plan to teach and degree class.

The bursaries for teacher training courses starting in 2020/2021 are as follows:

- Graduates who are training to teach chemistry, computing, languages, maths or physics can apply for scholarships of £28,000 or for bursaries of £26,000. Languages scholarships are only available if you train to teach French, German or Spanish, whereas bursaries are also open to graduates who are training to teach other modern or community languages.
- Trainees in chemistry, languages, maths and physics will receive three additional early-career payments of £2,000 or £3,000 each (after tax) in their second, third and fourth year of teaching, if they have taught in a state-funded school in England since completing their training. The payments will vary depending on the area where they have been teaching.
- Graduates training to teach biology or classics are not eligible for a scholarship, but can apply for a bursary of £26,000. The bursary is available for trainees on classics courses that are about an ancient language (Latin or Ancient Greek).
- Graduates training to teach geography can access a scholarship of £17,000 or a bursary of £15,000.
- Graduates training to teach design and technology are not eligible for a scholarship, but can get bursaries of £15,000.
- Graduates training to teach English are not eligible for a scholarship but can access bursaries of £12,000.
- Graduates training to teach art and design, business studies, history, music or RE are not eligible for scholarships, but can get bursaries of £9,000.
- Graduates training on primary maths courses are not eligible for scholarships, but can get bursaries of £6,000 if they have at least a B in A level maths (or equivalent).

Loans and grants to cover tuition fees and maintenance

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

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

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

Funding for early years initial teacher training

For those starting the main graduate entry training in 2020, the following funding is available:

- A grant of £7,000 to cover course fees for all graduates.
- A bursary of up to £5,000 for those with a first, doctoral degree or medical masters degree with distinction; £4,000 for those with a 2.1 or masters degree; and £2,000 for those with a 2.2.

Funding for training to work in FE

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

Written by Paul Barnes, University of Portsmouth

Applications for teacher training

targetjobs.co.uk/career-sectors/teaching-and-education/468078-write-a-great-application-for-teacher-training

Most postgraduate teacher training applications in England and Wales are made through UCAS Teacher Training (UTT). The application form is the same for:

- the university or college-led Postgraduate Certificate in Education (PGCE) and Postgraduate Diploma in Education (PGDE)
- school-centred initial teacher training (SCITT)
- School Direct, salaried and unsalaried
- some programmes for FE/post-compulsory teacher training
- Postgraduate Teaching Apprenticeship programmes.

UTT Apply 1 opened on 1 October 2019 for you to search for training courses that start the following autumn. You can begin making applications through Apply 1 from 8 October 2019. Places are allocated on a first come, first served basis so make sure you have everything ready to apply as soon as possible. This is particularly important for popular courses to maximise your chance of getting the training place you want. You can only apply to a training programme when it's open. You can apply to up to three different training programmes at the same time during Apply 1.

The Department for Education (DfE) has launched a new free service providing support, information and advice to people looking to undertake a teacher training programme. You can register at [Get into Teaching](https://www.getintoteaching.gov.uk).

The Apply 2 phase usually opens the following month. If you don't hold any offers from the Apply 1 phase, you can then make further applications. They have to be made one at a time but can be for any route and you can keep applying until you're offered a place.

Make sure you have two suitable referees ready.

Applicants for primary and secondary teacher training in Wales can also apply to the Welsh Graduate Teacher Programme (GTP) through one of the Initial Teacher Education (ITE) providers. Applications to Scottish institutions are made through the UCAS undergraduate

application system. If you want to teach in Northern Ireland, contact PGCE providers directly for an application form. See our information on training to teach in Wales, training to teach in Scotland and training to teach in Northern Ireland for information on teacher training in other areas of the UK.

The UTT application form is split up into the following main sections:

- personal details
- choices
- education (including your highest expected qualification)
- school and work experience
- personal statement.

Professional skills tests

The professional skills tests that you currently need to pass in England before starting teacher training are being replaced with a new system of provider-led assurance. This means that for 2020 entry ITT providers will become responsible for ensuring that prospective teachers meet the required standards of literacy and numeracy. You will no longer be required to take the professional skills tests, but will instead be benchmarked against a defined set of literacy and numeracy skills you'll be expected to have by the end of your training.

Choices

During Apply 1, you can apply to up to three training programmes, choosing from any route, age group or subject. Select the combination that suits you best. For example, you could choose three different PGCE courses or a variety of routes, such as two PGCE courses and one SCITT. Alternatively, you can make just one choice if you prefer.

You can amend and add to these choices at any time until you submit and pay for your application.

Your highest expected qualification

Give full details of your highest expected qualification. If you're applying for a secondary course, this section helps admissions tutors assess whether your degree course covers enough of the subject you'll be training to teach, typically at least 50%.

For primary courses, this section helps tutors identify any specialist knowledge you have relevant to teaching the range of subjects in the national curriculum. Also include skills courses, such as IT, and modules that illustrate your knowledge of current educational issues.

If your qualifications are from outside the UK, you'll need to get a statement of comparability from UK NARIC. Make sure you do this early on as it can take some time.

School and work experience

Give details of your school experience and any other work experience, including the average hours per week you've spent in each school or job. Where possible, demonstrate a breadth of experience across different schools and ages. For some programmes, such as School Direct (salaried), you'll need to provide a full work history.

Use the personal statement to expand on how your work experience is relevant to teaching.

Personal statement

The personal statement is your chance to provide evidence of why you want to teach, what school experience you have and why you are suitable for the programme you have chosen. Providers will be interested in the range of skills you would bring to teaching, for example, practical experience, managing people, working with or leading a team, and communication skills. Remember you can only have one personal statement for all the choices you make.

Referees

You need to provide two referees, so ask them well in advance for their permission and make sure they understand your choices, motivations and the application process. Your choice of referees will depend on which training route you follow. For example, if you've graduated in the last five years, one of your referees must be someone from your university who can comment on your academic ability. If you're applying for School Direct, one of your referees must be your employer. References should be sent from a professional email address, which will help to verify the referee as a relevant professional.

Your application can't be processed until both references have been received, so you may need to follow up on progress. Remember that your referees can view all the information on your application online when providing your reference.

Tips for completing the application form

Competition for places on popular training programmes is fierce, so take time over your application, particularly the personal statement. Evidence your commitment to teaching by linking to your school experience as much as possible. Present the information in a clear and easy to read style and check for spelling and grammatical errors.

The online application system

- You can log in and out of your application, so you don't need to fill in everything at once.
- Follow the step-by-step instructions carefully and refer to the help facility, videos and FAQs.
- Once you've filled in your form, and before you can request your references, you must click on the 'view all' and 'check all' buttons to check through everything you've written. Make sure you do this carefully as it's your last chance to correct any errors.
- Once you've done this and have sent your references' request, you can't make any further changes (except to your choices and referees).
- Once your references have been received and you're happy with your choices, you can pay for and submit your application.

After your form has been submitted

- Many providers contact candidates by email so use a professional email address and regularly check your email.
- Mark emails from UCAS as 'safe' to ensure you receive all communication from them.
- If you want to change any of your choices after you've submitted your application form, you can do this once as long as it's within seven days of submission. However, you can't at this point add in any other choices. For example, if you only applied for one training provider you can't add an extra one.

Applications for other teaching programmes

Post-compulsory/FE teaching

There are several levels of qualification available if you wish to teach in post-compulsory education. New graduates often enter the profession via a full or part-time pre-service level 5 Diploma in Education and Training (DET) or through gaining a teaching role first and then beginning on their FE teaching qualifications part time. If you choose to study at university or an FE college, the course will meet the requirements of the DET but may be called a variety of different names, including PGCE (post-compulsory education) and PCET (Post Compulsory Education and Training).

Applications are usually made directly to the FE training provider but some colleges use the central UCAS teacher training system.

Depending on the subject you're teaching, you will need a wide range of experience or a 2:2 honours degree or above, usually in the subject you wish to teach. Providers will have their own application form and your application needs to be tailored to meet their entry criteria. Popular post-compulsory teaching courses fill up quickly so early application is recommended.

You won't need to complete a professional skills test for this route. However, providers are likely to conduct their own tests as part of their recruitment process.

If you achieve a recognised teaching qualification at Level 5 or above you can apply for qualified teacher learning and skills (QTLS) status with the Society for Education and Training (SET). You also need to have SET membership and Level 2 or higher literacy and numeracy qualifications. Professional formation leading to QTLS involves completing an online workbook providing evidence of your skills. The cost of undertaking professional formation is £485. See FE Advice for more information.

Early years initial teacher training

Applicants to early years initial teacher training (EYITT) programmes are subject to the same entry requirements as primary initial teacher training and must pass the professional skills tests as a part of the application process. Applications are usually made directly to the provider. Contact providers for details on how to apply – see Become an early years teacher for a list. Applications vary but generally include a personal statement section where you must give details of your previous relevant experiences, explaining why you think you'd be suitable for the programme.

Teach First

Applications for the Teach First Leadership Development Programme are made online through their website. New places are released in June of the year before you would start your training, and recruitment is carried out on a rolling basis with vacancies being filled as soon as suitable candidates are found. The application form focuses on academic information and responses to a series of competency-based questions.

As part of the programme, you will undertake a two-year Postgraduate Diploma in Education (PGDE), with twice the credits of a Postgraduate Certificate of Education.

Researchers in Schools

Postdoctoral researchers applying for the Researchers in Schools (RIS) programme must complete the trainee teacher application form on the RIS website, which includes a series of assessment questions. These questions focus on why you want to join the RIS programme and examples from your professional life that show you understand what it takes to become an effective classroom teacher. Use the full word limit to support your application. You must also submit an up-to-date copy of your academic CV.

There is a rolling deadline, which operates on a first come, first served basis, so apply early and don't wait for a particular deadline. You can't apply to this programme if you already have QTS or QTLS. This is a paid training programme, which varies depending on the subject and location.

Assessment Only (AO)

Experienced but unqualified teachers already working in schools who wish to complete the Assessment Only route to qualified teacher status (QTS) apply directly to an accredited and approved provider. You must have the support of your school before applying and complete an application form giving detailed evidence of your skills, as well as copies of all the required supporting documentation. The professional skills tests that you currently need to pass before you're accepted on to the AO route are being replaced with a new system of provider-led assurance. This means that for 2020 entry ITT providers will become responsible for ensuring that prospective teachers meet the required standards of literacy and numeracy. Overseas trained teachers (OTTs) will need to attach copies of their teaching qualifications, UK NARIC confirmation of their qualifications, passport and work permit. The originals will need to be seen at interview. ☺

Written by Gill Kilvington, University of Hull

Personal statements for teacher training

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468052-how-to-write-your-personal-statement-for-teacher-training

This is a crucial part of the application and your chance to stand out from the crowd. You have up to 47 lines (4,000 characters including spaces) in which to persuade your chosen initial teacher training (ITT) providers to offer you an interview. The statement must be concise, enthusiastic and sell your potential to be a successful teacher.

What you should include in the personal statement

Providers will be looking for evidence that you understand the realities, rewards and challenges of teaching. You'll be asked to describe your reasons for wanting to teach, and should explain the relevance of your previous education and experience, including teaching, school visits and other work with young people. Consider all of the following points when you are deciding what to include in your personal statement.

Reasons for applying for teacher training

Explain why you've applied to be a teacher and why you've applied for your chosen subject and age group. Demonstrate your commitment and motivation through recent examples from your work experience and academic work.

School experience and what you gained from it

Training providers will want to know how much experience you've had in schools, for example:

- areas of the national curriculum you observed
- age groups you worked with
- subjects you covered
- types of schools you visited and for how long.

Reflect on what you did in any work experience, particularly relating to the national curriculum, and what you learnt from it.

Your work experience and how it relates to teaching

Use the personal statement to give further information on the work experience you listed in the application form. Explain how this experience is relevant to teaching, particularly where you've been working with young people in schools and other contexts such as youth clubs, summer camps or sports clubs. Comment on work experience in other settings, such as voluntary work and extracurricular activities, and show how the skills you gained will help you become an effective teacher.

Reflect on your teaching skills

Think about the skills and qualities needed to be an effective teacher, such as communication, team working and leadership, and how your own experiences have helped you to develop these. Again, use examples from your degree and recent work experience.

Don't forget...

If you don't live in the UK currently, explain why you want to study in the UK and, if relevant, provide evidence, through UK NARIC for example, that your qualifications are at the required standard. Check that your language skills are sufficient to complete the training programme as requirements vary between institutions.

Explain anything not made clear elsewhere on the application, such as reasons for restricted geographical mobility or gaps in your education or working life.

Tips for writing and checking your personal statement

- Remember that you can only write one personal statement for all your choices, so make sure it reflects the route/s you have applied for.
- Give yourself enough time to write a few drafts.
- Write your statement using a word processing package so you can check it for spelling and grammar errors. Cut and paste it into the application form as you go along to make sure you don't go over your character limit.
- Keep it simple and natural in style.
- Personalise your statement by writing in the first person, using 'me', 'I' and 'my'.
- Use action verbs such as 'coordinated', 'established' and 'managed'.
- Provide evidence of your motivation, experiences and qualifications as well as your understanding of teacher training and the role of a teacher.
- As the word count is limited, make sure each sentence contributes something useful.
- Show your personal statement to a school recruiter, careers adviser or tutor for feedback.
- Copy your application, particularly the personal statement, before sending it so that you can remind yourself of the content when going for interviews.
- Make sure the personal statement is all your own work, as all statements are put through the Copyscatch similarity detection system. ☺

Written by Gill Kilvington, University of Hull

Teacher training interviews and selection days

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468038-funding-for-teacher-training

The format of the day can vary depending on the provider and route, for example if you're already employed in the school. The interview process may include a selection of activities such as:

- a face-to-face interview
- an assessment centre
- written tests, for example maths, ICT or English and literacy
- a presentation
- a group discussion/exercise
- teaching or planning a mini-lesson
- interaction with staff and pupils in school

- a subject-specific task such as a practical exercise for PE, music or drama candidates
- a review of your original exam certificates and skills test results or details of when these are being taken.

For applications through UCAS Teacher Training, interviews must be held within 40 working days of your application being received and may last at least half a day, so leave a full day free for each interview. If you're offered more than one interview on the same day, contact one of the providers quickly to see if they can reschedule; if not, you need to decide which one to attend. If you are unable to attend an interview you must let the provider know. It's important to visit the school or university beforehand, and for many schools this is considered a part of the application process.

Applicants to the **Teach First** programme who successfully pass the online application stage are invited to a one-day assessment centre consisting of a sample teaching lesson and written self-evaluation, a case study and verbal self-evaluation group exercise, and a one-to-one competency-based interview.

Applicants for the **Researchers in Schools (RIS)** programme who meet the application form criteria are invited to a first-round interview. If you're successful at this stage, you'll attend an assessment centre held at one of the initial teacher education provider's centres and are assessed by both the RIS team and education provider. The day is split into different activities such as a mini-lesson (you'll be given details of the subject before the day), completing a written self-evaluation of the mini-lesson, a group activity and a one-to-one or panel interview with the assessment team.

Suitable applicants on the Assessment Only route are interviewed by their approved provider and must present a portfolio of evidence showing progress to QTS. Successful candidates will then be assessed at the school. The assessment period lasts a maximum of 12 weeks and may include a range of activities such as lesson observations, a portfolio of evidence, subject knowledge assessment or a final viva. You will have an in-school mentor to provide feedback and advice.

What teacher training providers will look for at the interview

Choose a smart outfit and look professional, as some selectors allocate marks for this. PE and drama candidates should check whether there are any selection activities requiring other clothing or sportswear. Remember that you're being assessed from the moment you contact the school.

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

The selection panel will want to see that you have the qualities necessary to become a successful teacher and will look for evidence of your:

- understanding of the role
- commitment to teaching
- passion for working with children/young people
- enthusiasm for your subject/age group and how it's taught
- communication and interpersonal skills
- resilience.

It's important to show that you can reflect on and learn from your experience, so use every opportunity to bring in

examples from your own education and work in schools/other contexts.

What you need to get across in your presentation

The selectors will be looking for language skills demonstrated through:

- a logical structure, with an introduction, main idea and conclusion
- content and language suitable for the intended audience
- engaging the audience
- communicating clearly.

Try to convey your enthusiasm and include an interactive element, showing how you will perform in a classroom setting.

The group discussion or exercise for teacher training

This will be a timed exercise and selectors will observe you:

- ability to listen and respond appropriately
- effectiveness in engaging and interacting with others
- ability to communicate ideas and opinions clearly.

Make sure you actively contribute and encourage others to do so too. Where appropriate take opportunities for leadership. Read any material provided as part of the exercise carefully and keep the group focused on the objective.

Interacting with pupils in school

If your selection day includes a school visit or takes place in school, you are likely to spend some time helping in a class or delivering a mini-lesson, so that selectors can see how you engage with the students.

Teaching or planning a mini-lesson

You may be given a selection of topics to choose from in advance or may be given resources to work with on the day, for example pictures, books or objects. The mini-lesson will usually last 10–15 minutes. Selectors will be looking at how well you interact with the group, the appropriateness of your material for the age group, your enthusiasm and creativity. You may be asked to answer questions afterwards or discuss the lesson with your interviewer.

Selection tests for teacher training courses

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

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

How to prepare for your teacher training selection day

Research the education sector and read up on current issues, such as safeguarding, using resources such as the **TES** and **BBC News: Family & Education**. Other relevant news sources include *The Guardian* on Tuesdays and *The Independent* on Thursdays. Selectors will be interested in your opinions, ideas and attitudes relating to education and teaching.

Research the national curriculum for your subject and age range using **GOV.UK: School curriculum**.

Have all relevant documents with you, such as certificates, skills test results or details of when these are being taken, evidence of experience and any paperwork you received prior to the interview. Make sure you read through your application form again to refresh your memory about what you have written.

Think about how you would handle different interview situations. Some teaching interviews take place in a relaxed atmosphere on a one-to-one basis, whereas others involve a group interview where you would be asked to discuss a number of topics in a group of perhaps six to eight candidates.

Try and arrange a practice interview with a school recruiter/university tutor, careers adviser or a friend and think about typical interview questions you may be asked. With thorough preparation you can go along to the interview day with confidence.

Accepting offers

If you've applied through UCAS Teacher Training Apply 1, training providers must let you know their decision within 40 working days. (If they haven't responded in this time, the choice is automatically made unsuccessful.) Once you've heard from all your choices, you've got ten working days to respond to any offers you've been given. Remember that you can only accept one offer. Make sure you respond in time or your choice will be automatically declined.

If you want to accept an offer before you've got replies from them all, you can. However, think carefully before you do this as you will need to withdraw from any providers you've not heard from before you can accept the offer you want. If you don't want to accept any of the offers, you can decline them all.

If you're not accepted through Apply 1, or if you decline all your offers, you can use Apply 2 to reapply. ☺

Written by Gill Kilvington, University of Hull

Teacher training interview questions

targetjobs.co.uk/career-sectors/teaching-and-education/advice/468056-interview-questions-for-teacher-training

At interview, selectors for postgraduate teacher training will be looking for recent examples from your classroom experience to illustrate your answers to their questions. Your previous employment, voluntary work and hobbies may also be relevant, where they link to teaching, skills and education.

Give full answers to questions, bringing in your experience and knowledge of current issues in education. Prepare answers which evidence the skills required, such as good communication, professional working relationships and the ability to accept and act on feedback. Be ready with examples around what you've learned, such as planning lessons, organising the classroom, assessing learning and adapting to the needs of different students. Don't be afraid to state your views, practical solutions or novel ideas.

Here are some typical examples of interview questions for teacher training, to help you prepare.

Interview questions: reasons for wanting to teach

- How do you know teaching is the profession for you?
- What are you looking forward to about teaching as a profession?
- What qualities make a successful teacher?
- Do you have any special skills that would contribute to your role as a teacher?
- Why are you interested in teaching this subject/key stage, what appeals to you?
- Why do you want to do your teacher training with us?
- What sorts of schools would you like to work in, and why?
- What key stage are you interested in and why?
- Why should pupils learn your subject? (secondary)

Interview questions for teacher training: school experience

- What classroom experience do you have?
- What have you learned from your experience in schools and/or what skills do you bring from your previous employment?
- Give an example of a successful and not so successful lesson you observed during a school visit or have taught. Why was it successful/not so successful?
- Tell us about a time when you helped a child in the classroom. Were you effective and, if so, why do you think this was?
- What contributions could you make outside your subject area/age range?
- How do you view your own school experience?
- Who was your favourite teacher and why?

Interview questions for teacher training: your degree

- How is your degree subject relevant?
- Why did you choose your degree subject and what inspired you?
- Give an example of how you would make your degree subject interesting to pupils.
- How does your degree apply to primary teaching?

Interview questions for teacher training: education and equal opportunities

- How do children learn?
- How would you deal with discrimination issues? Give an example of when you have done this.
- Schools are diverse and you will be in multicultural settings. How have you prepared to teach young people from a range of cultural and other backgrounds?
- How would you help all pupils achieve their potential?
- How would you go about creating an inclusive learning environment?
- What are some of the current educational issues?

Interview questions for teacher training: safeguarding

- What is a teacher's responsibility in keeping children safe?
- How would you contribute to making this school a safe environment for the children? Can you give some examples of this from your experience?
- Give an example of when you have had a safeguarding issue in school and tell us how you dealt with it.
- How would you respond if a child disclosed...?

Teacher training interviews: general questions

- Describe a situation where you had to use your initiative.
- How do you overcome challenges?
- How do you handle pressure and how will you handle the stress of this profession?
- What are your weaknesses?
- What difficulties are you likely to encounter as a teacher and how would you deal with them?
- Do you have any hobbies or interests that could be useful for extracurricular activities? ☺

Written by Gill Kilvington, University of Hull