

The overseas trained teacher programme in England 2006/07

Information to providers



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About this booklet

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

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

The information in this booklet was correct at the time of printing, but may change. Please ring the overseas trained teacher (OTT) advice line (see *Further information* on page 20) or visit the Training and Development Agency for Schools (TDA) website at www.tda.gov.uk/ebr for the latest details. Please keep this booklet for reference.

The overseas trained teacher programme: outline

Anyone wishing to work as a qualified teacher in England must have QTS. However, if the OTT trained and qualified overseas, they can work as a temporary teacher for up to four years without QTS.

Trainees can follow an individual training programme designed to enable them to meet the secretary of state's standards for the award of QTS. Suitably qualified OTTs have the option to present themselves for QTS assessment without further training and, in some cases, may also be exempted from the requirement to serve an induction period after qualification (see *Qualified teacher status (QTS)* on page 6 and *Induction* on page 19).

People who want to train through the OTTP normally need to find a school willing to employ them as an unqualified teacher. Some schools have experience of employment-based training and work in partnership with higher education institutions (HEIs) and local authorities to deliver training.

Teachers trained in the UK/EEA

If the teacher qualified as a teacher in Scotland, Wales, Northern Ireland, in one of the other countries in the European Economic Area (EEA) or Switzerland, they may be eligible for QTS without any further assessment. Non-EEA nationals who have trained in an EEA member state will not automatically be recognised for QTS. In cases where it is not clear whether they have QTS, or for further information, please contact:

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

tel: 0870 001 0308

e-mail: registration@gtce.org.uk

Teachers trained outside the EEA

If the OTT qualified outside the EEA, they will need to be assessed against the standards for the award of QTS.

Applying for an OTTP place

Candidates or schools should check the TDA website (www.tda.gov.uk/ebr) for details of an employment-based routes initial teacher training provider or designated recommending body (EBRITTP or DRB) in their area and contact one of them to enquire about available places. Subject to availability, schools and trainees can apply to an EBRITTP or DRB throughout the academic year.

One of the functions of EBRITTPs or DRBs is to match trainees with schools in their area and support them through the programme. They give advice, interview prospective candidates and provide guidance to the school. The EBRITTP or DRB makes the offer of a place on the OTTP to an employed OTT guided by the statutory requirements for initial teacher training (ITT).

Training and assessment options for OTTs

Option 1: assessment against the QTS standards without a training programme

To follow this programme, the OTT must have had experience in two schools and have spent at least the minimum time in school (secondary or key stage 2 or 3 programmes spend at least 24 weeks in school before QTS assessment, and primary trainees spend at least 18 weeks). If the OTT has at least two years' full-time teaching experience (or the part-time equivalent), subject to the agreement of the school and EBRITTP or DRB, they can apply for assessment against the induction standards at the same time.

This should be considered carefully as both the QTS and the induction standards require a demonstration of knowledge and skills in the context of an English classroom. If the OTT has little or no teaching experience in England, it may be difficult to provide the assessor with sufficient evidence that the standards have been met.

EBRITTPs or DRBs will be able to give guidance on what evidence is required in order to demonstrate that the QTS and induction standards have been met.

Option 2: training and assessment

If some training on specific aspects of the standards is required before presentation for assessment, the training option is necessary. An EBRITTP or DRB will advise and create a training plan for the OTT.

The assessment process is the same for both options.

The programme usually lasts for approximately one school term. In exceptional circumstances the EBRITTP or DRB and school may agree to shorten the programme.

There is no minimum length for a training programme, but there must be evidence of experience in two schools and the candidate must complete at least the minimum length of time in school to satisfy the standards.

Qualified teacher status (QTS)

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

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

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

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

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

Teachers who do not have QTS may only work for limited periods in schools where QTS is the normal requirement. They may be employed under categories such as instructor, temporary teacher, student teacher and graduate or registered teacher. Student teachers may work for up to five years if they have not yet passed the QTS skills tests (see page 17). Teachers need QTS for a permanent post and to progress to higher pay bands or senior management posts in maintained schools, even if they have additional teaching qualifications or previous management experience.

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

OTTs must be able to show through their experience, practice and training that they meet the QTS standards. For many OTTs, the programme can be considered as a conversion course enabling them to demonstrate the equivalences of their overseas qualification to QTS. Since OTTs are required to be working in an English school, they will already have had to demonstrate their teaching skills to the school and the EBRITTP or DRB before being accepted onto the programme.

Key organisations and their roles

The General Teaching Council for England (GTC)

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

The Training and Development Agency for Schools (TDA)

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

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

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

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

Accredited providers of ITT

Accredited providers include universities, other HEIs and school-centred ITT (SCITT) consortia. They are accredited by the TDA as providers of training that meets the statutory requirements and are regularly inspected by the Office for Standards in Education (Ofsted). When accredited providers act as the EBRITTP or DRB for an OTTP trainee, they have the right to carry out the final assessment for QTS. Accredited providers often work in partnership with schools and local authorities to offer both employment-based and provider-based training. An increasing number now offer flexible postgraduate ITT, allowing trainee teachers to follow individual programmes over a shorter – or longer – period than the one-year, full-time PGCE, often using distance learning. Full details are available from the teaching information line on 0845 6000 991 and from the TDA website.

Employment-based routes initial teacher training providers (EBRITTPs)

An EBRITTP is a designated recommending body (DRB) that has been inspected by Ofsted and accredited by the TDA. The majority of providers of employment-based routes have been through the accreditation cycle. The 2006/07 academic year is the final year that such providers can be accredited.

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

Some EBRITTPs or DRBs recruit OTTP candidates and design and approve their training plans. EBRITTPs or DRBs manage allocations of at least five funded OTTP places each year, and some deal with a significantly larger number.

The school

For the OTTP to work effectively it is essential that the trainee and school understand their respective rights and responsibilities and are committed to working for a successful outcome. OTTP trainees are working and training at the same time. As employees, they have the same rights and responsibilities as any other teacher, and the school or local authority employing them has the same responsibilities to the teacher, and to other staff, pupils and parents. Employers *must* complete criminal record and health checks for OTTP trainees, as they would for other teaching employees. (There is detailed information on criminal records checks and health checks on page 13.)

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

The trainee is being prepared for QTS assessment by a EBRITTP or DRB that may be the school or another body. Trainees need support, guidance and a well-structured plan to achieve the QTS standards and their working arrangements must enable them to cover all the standards. You can find detailed guidance in *How does the application process work?* on page 13.

Key points are that:

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

Who can train an overseas trained teacher?

Training partnerships

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

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

Maintained schools

In theory, any maintained school that teaches pupils in the age range covered by the key stages outlined in the training plan may train a teacher through the OTTP. In practice, the selection process will include an assessment of the capacity of the school to train new teachers. The same applies to non-maintained special schools, which are legally required to employ qualified teachers (with the same restrictions that any unqualified teachers need to gain QTS within a four-year period). To meet the QTS standards, trainees must have experience in at least two schools and the EBRITTP or DRB will have to arrange this

as part of the training programme, unless it can demonstrate that the trainee already has enough relevant previous teaching experience in another school.

Special schools

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

QTS in England is not awarded on the basis of teaching children with special educational needs (SEN) alone. If the OTT's experience has been mainly with children with SEN, or working in a special school, an arrangement with a mainstream school will be required to show that the national curriculum can be taught across two key stages to pupils whose chronological age matches the key stage they have reached.

City technology colleges and academies

City technology colleges, city colleges for the technology of the arts and city academies may employ OTT teachers who are eligible for the OTTP.

Independent schools

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

Nursery schools

Qualified teachers must train to teach pupils across two consecutive key stages (which can include the foundation stage, which is for children aged from three through to the end of the reception year). Nursery schools offering the foundation stage may therefore take part in the OTTP in partnership with primary schools for trainees who want to cover the foundation stage and key stage 1.

Further education (FE) institutions

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

Pupil referral units

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

Schools in special measures

Exceptionally EBRITTPs or DRBs may agree that an experienced and able trainee can undertake part of their training in a school in special measures. Schools should discuss this with their EBRITTP or DRB. Fresh start schools and schools with serious weaknesses may take a greater share of responsibility for training. Again, schools in this position should discuss this with their EBRITTP or DRB.

Supply teaching

OTTs can apply for the OTTP if they are working as a supply teacher, but if all the teaching experience in England is gained through short-term supply work, it may be difficult to demonstrate that all the QTS and induction standards can be met. It is necessary to complete at least half a term in one school so that the OTT can gather the necessary evidence.

How is training funded?

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

Some OTTP places are available with training grant. These are usually for trainees who require a training programme to ensure they can meet the QTS standards. A training grant of up to £1,250 is available to the EBRITTP or DRB. All other places are assessment only and only the assessment costs are provided. The assessment fee for QTS assessment or QTS assessment plus induction standards is paid directly to the EBRITTP or DRB.

The TDA covers the cost of final assessment for all trainees, including those in independent schools who are not eligible for other grant support. If the candidate fails the assessment, then it will be possible to enact an appeals procedure. The TDA will not meet the costs of any re-assessment (see page 16).

Independent schools

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

Accredited providers' assessment costs

Accredited EBRITTPs or DRBs carry out the final QTS assessment themselves using the same kind of external moderation as on their own ITT programmes. The TDA pays a grant of £500 with the final instalment of training grant to cover the cost of external moderation. This is raised to £640 if the induction standards are assessed at the same time.

Conditions of funding

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

The TDA does not pay additional grant where a programme is deferred or extended (see *Deferments, extensions and re-assessments* on page 16).

How are places allocated?

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

From September 2005, the TDA has devolved all OTTP allocations to EBRITTPs or DRBs. Most EBRITTPs or DRBs are oversubscribed with applications and some may set requirements above the minimum entry level as a method of screening applicants.

Independent schools

Independent schools should contact the Independent Schools Council (ISC) for more information in the first instance. They should also contact EBRITTPs or DRBs to check whether they will accept self-funded applications.

How does the application process work?

Help for trainees

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

Help for schools

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

Checking eligibility

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

Check that the candidate has general certificate of secondary education (GCSE) grade C or above in English and mathematics, or equivalent qualifications. Candidates, for primary teaching, born on or after 1 September 1979 must have GCSE grade C or above in science, or an equivalent qualification. The TDA provides a list of commonly accepted equivalent qualifications (see the TDA website at www.tda.gov.uk/partners/ittstandards). Some HEIs offer equivalence tests for candidates who do not have suitable qualifications. Some EBRITTPs or DRBs may also offer suitable equivalence tests, or recommend institutions that provide them.

Check the equivalence of any overseas qualifications held by the candidate by contacting the overseas trained

teacher (OTT) advice line and asking them to look up the qualification on the National Academic Recognition Information Centre (NARIC) database. The advice line will give an informal account of equivalence of qualifications wherever possible. However, the search is not exhaustive or final and, for confirmation, callers must contact NARIC direct (contact details for the OTT advice line and NARIC are on page 21).

If the OTT requires registration documents to teach in the country where they trained, or were teaching, they must ensure that such documents are up to date at the time they left the country. In certain cases, the lack of registration documents has meant that the teacher cannot legally teach in England. NARIC will also be able to advise on this.

EBRITTPs or DRBs will expect to see original certificates for degree-level and GCSE-level qualifications. If there is any doubt about the suitability of the qualifications for ITT in the subject and age range to be taught, evidence would need to be provided that an accredited provider offering postgraduate ITT in the relevant subject or phase would be prepared to accept the qualifications for entry.

It is vitally important that the degree and other qualifications are assessed for equivalence before the programme commences, as this will determine which of the programmes is most suitable. The length of time the OTT has left on the work permit is another factor to consider. The regulations state that OTTs are only allowed to teach as unqualified teachers in England for four years with a work permit and this cannot be extended. Therefore, unless QTS is attained during this time, OTTs without leave to remain will be working illegally. Work permit letters will state how long the OTT has and will remind them that, to remain teaching after four years, they must have QTS.

If the degree is not equivalent, the trainee may need to allow up to two years to bring their degree up to UK bachelor degree standard, before undertaking a teacher training programme.

Check that the candidate is able to read and communicate effectively in spoken and written standard English. Check original certificates for all relevant qualifications. Misrepresentation of qualifications is taken very seriously by the DfES and may lead to the trainee being barred from teaching.

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

Complete criminal records checks and health checks must be carried out on the candidate before they take up a teaching post. Detailed information on criminal records checks is given below and there is further information on health checks on page 21.

In addition, EBRITTPs or DRBs must satisfy themselves that the applicant has the potential to meet the standards for the award of QTS, including the subject knowledge requirements, in the time available for training.

Criminal records checks

Schools must seek information from the Criminal Records Bureau (CRB) as to whether a trainee has a criminal background that might prevent them from working with children, or has previously been excluded from working

with children. Schools must request the CRB's enhanced check, intended for people who will be regularly in sole charge of children, including trainee teachers. The CRB will also check the DfES list of barred people – List 99 – and the list held by the Department of Health under the Protection of Children Act (PoCA). Local authorities can register to authorise checks on behalf of schools. Trainees must apply for the enhanced check through an organisation registered with the CRB, which must countersign the application, and will have to pay a fee of £36. Contact details for the CRB are included in *Further information* on page 20.

Overseas records checks

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

Key steps to successful training

Creating a training plan

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

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

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

work across the non-core subjects to be able to teach them in the age range for which they are trained with advice from an experienced colleague where necessary

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

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

Teaching across two key stages

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

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

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

Experience in two schools

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

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

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

It may be that the experience gained overseas will cover one of the schools to be covered above and considerably reduce the length of the training programme.

Support and guidance

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

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

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

The EBRITTP or DRB must make sure that:

- the agreed training is delivered
- wherever possible, monitoring of individual training programmes is undertaken by staff not involved in the training and assessment
- the trainee has a named personal tutor or mentor

- the trainee is given regular feedback on their performance and guidance on how to improve
- the trainee is given suitable alternatives if, for any reason, the original plan cannot be delivered.

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

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

www.tda.gov.uk/partners/ittstandards

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

Deferments, extensions and re-assessments

With a deferment, a training programme is suspended for the duration of the period that training is unable to take place. When the deferment ends, the training programme recommences. In the case of maternity, the training programme should be deferred by at least the period of a trainee's maternity leave. The employer is responsible for maternity arrangements, including maternity pay.

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

QTS assessment

Collecting evidence for assessment

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

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

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

the trainee against the QTS standards

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

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

The trainee's previous teaching experience may have developed skills in planning, teaching and classroom management, and they may have written evidence from former schools to support this. Similarly, they may be able to provide evidence of working and communicating with parents and carers, working with school-wide policies, or managing other adults in the classroom. However, if they have only recently arrived in England, they may not yet be able to meet the standards that require knowledge of the pupils' national curriculum, examination syllabuses, the legal responsibilities of teachers in England or the statutory assessment arrangements of the DfES *Special educational needs code of practice*.

If they opt for assessment against the induction standards, it is important to remember that these require demonstration of a greater level of independence and initiative than is expected for QTS, often in the context of particular aspects of the English education system. The trainee will need teaching experience in England before being able to demonstrate some of the QTS and induction standards. The standards require evidence that is contextualised in an English

school, eg. standards relating to the *Special educational needs code of practice* for teaching the national curriculum.

QTS skills tests

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

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

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

Award of QTS

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

Once a trainee has passed the tests and been assessed by an accredited provider, the EBRITTP or DRB can update the database with the relevant information. The database contains information downloaded nightly from the skills tests website, which simplifies the recommendation process. The DRB simply checks the 'recommend for QTS' box on the database to inform the GTC of the recommendation.

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

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

Appeals

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

Induction

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

Exemption from induction is available to OTTs who have extensive teaching experience. The EBRIITP or DRB and the school will make a decision about whether exemption is appropriate on an individual basis. This decision will be based on the current quality and level of the OTT's work, relative to the induction standards, in the school in which they are working in England.

Further information can be found in the DfES guidance document *The induction support programme for newly qualified teachers* available on the DfES teachernet website (www.teachernet.gov.uk/professionaldevelopment/nqt/induction/guidance) This sets out the statutory induction requirements and offers guidance on the monitoring, support and assessment of NQTs during their induction period. It also contains the induction standards that all NQTs are expected to reach.

Practical advice, guidance and information on the statutory induction arrangements for NQTs are available on the TDA website at www.tda.gov.uk/induction

Career entry and development profile (CEDP)

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

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

As mentioned previously, if the OTT has two or more years' experience and the DRB feels that it is appropriate, they can be assessed against the induction standards at the same time as the QTS standards and avoid undertaking the induction year.

Further information

Standards for the award of QTS

The document *Qualifying to teach: Professional standards for qualified teacher status and requirements for initial teacher training* and the accompanying non-statutory *Handbook of guidance* are available from TDA publications or can be downloaded from the TDA website at www.tda.gov.uk/partners/ittstandards

National strategies

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

Special educational needs

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

QTS skills tests

Support materials and an e-mail advice line for people taking the tests are on the TDA website: www.TDA.gov.uk/skillstests

Induction

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

General Teaching Council for England (GTC)

The GTC is the professional body for teachers, and manages the administration of QTS. Enquiries about the award of QTS should be directed to the teachers' qualifications section. To register with the GTC, contact:

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

tel: 0870 001 0308

e-mail: registration@gtce.org.uk

Criminal records checks

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

Criminal Records Bureau
PO Box 110
LIVERPOOL
L3 6ZZ

information line: 0870 9090 811

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

website: www.disclosure.gov.uk

Further information for employers on criminal records checks and overseas records checks is given in the DfES guidance document *Child protection: Preventing unsuitable people from working with children and young persons in the education service*, available from DfES Publications on 0845 602 2260.

Health checks

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

Independent Schools Council

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

National Academic Recognition Information Centre (NARIC)

For information on overseas qualifications, contact NARIC:
tel: 0870 990 4088
website: www.naric.org.uk

Work permits

For information on work permits, contact:

Work Permits UK
Immigration and Nationality Directorate
Home Office
Level 5, Moorfoot
SHEFFIELD
S1 4PQ

tel: 0114 259 4074
fax: 0114 259 3620

website: www.workpermits.gov.uk

Immigration

For information on immigration, contact:

The Home Office
Immigration and Nationality Directorate
Lunar House
40 Wellesley Road
CROYDON
CR9 2BY

tel: 0870 606 7766

website: www.ind.homeoffice.gov.uk

Teacher supply agencies

Information for teacher supply agencies is available in the DfES documents: *Guidance for teacher employment agencies and businesses* and *Criminal record and List 99 checks via the Criminal Records Bureau: guidance notes for teacher employment businesses and agencies*. Both are available from Rachel Hughes at the DfES on 020 7925 5599.

OTT advice line

The OTT advice line gives advice on how to gain QTS and exemption from induction:

OTT advice line
Training and Development Agency for Schools
Freepost ANG 2037
CHELMSFORD
CM1 1ZY

tel: 01245 45 43 21

fax: 01245 45 43 37

e-mail: ott@tdainfo.co.uk

website: www.tda.gov.uk

Teaching in Wales

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

tel: 029 2082 6749

e-mail: teachingenquiries@wales.gsi.gov.uk

Teaching in Scotland

Trainees who obtain QTS through an employment-based route will not be able to register with the General Teaching Council for Scotland (GTCS). If they wish to teach in Scotland, they may have to study for a PGCE. For more advice please contact the exceptional admissions secretary at the GTCS:

tel: 0131 314 6039

e-mail ear@gtcs.org.uk

website: www.gtcs.org.uk

General teaching enquiries

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

tel: 0845 6000 991

Common abbreviations

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

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

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