

## Graduate Teacher Programme

### **OVERVIEW OF APPLICATION PROCESS**

The GTP is an employment-based route to Qualified Teacher Status and, as such, the selection procedure incorporates two elements:

- Selection by the school as the Employer
- Selection by University of Chichester as the accredited provider/EBITT of Initial Teacher Training.

This document explains the next steps to be taken in this selection process from the perspective of both a school and the University.

The document contains:

- A list of 'next steps'
- Relevant documentation
- Explanatory notes
- Funding information.

***The school will need to ensure that relevant sections of this document are made available to the applicant.***

#### **Important Dates:**

<b>Deadline for receipt of Application for Interview forms</b>	31 <sup>st</sup> December 2010
<b>Interviews                      Secondary</b>	24 <sup>th</sup> January – 25 <sup>th</sup> February 2011
<b>Interviews                      Primary</b>	2 <sup>nd</sup> March -25 <sup>th</sup> March 2011
<b>School Assessment Visits</b>	2 <sup>nd</sup> March – 8 <sup>th</sup> April 2011
<b>Initial Induction Primary</b>	18 <sup>th</sup> May 2011
<b>Initial Induction Secondary</b>	19 <sup>th</sup> May 2011
<b>Induction Day (for successful applicants)                      Primary</b>	Wednesday 22 <sup>nd</sup> June 2011
<b>Induction Day (for successful applicants)                      Secondary</b>	Thursday 23 <sup>rd</sup> June 2011

***Trainee and mentor attendance at Induction is a condition of an offer of a place.***

<b>Contact details:</b>			
GTP Co-ordinator:	Cheryl Letts	01243 812156	E-mail: <a href="mailto:c.letts@chi.ac.uk">c.letts@chi.ac.uk</a>
GTP Administrator:	Daniel Newton	01243 812077	E-mail: <a href="mailto:d.newton@chi.ac.uk">d.newton@chi.ac.uk</a>

NEXT STEPS .....

Step	Who?	Action
1	School	Confirm applicant has necessary qualifications. A first degree (Honours) of a United Kingdom Higher Education Institution, or equivalent qualification, at 2:2 or above and in an area which provides the necessary foundation for teaching the National Curriculum programme of study at secondary or primary level, as appropriate. GCSE grade C or above in Maths and English. Primary applicants also require GCSE grade C or above in Science. (Or equivalent of above) Confirm with applicant that they have not failed or withdrawn from a QTS course in the past.
2	School	The applicant will become an employee of the school therefore they should complete the same selection procedure as for any other applicant i.e. a standard school application form, two references and a formal interview. For Secondary applications, the interview panel should include a subject specialist. <i>(The outcome of the interview will be conditional upon the remainder of the selection process being successful).</i>
3	School	Following the interview, complete a <b>School Experience Reference</b> (pages 9-10 of the Application Form).
4.	Applicant	<b>***IMPORTANT NOTICE *** (TDA circular 22/9/10)</b>  The TDA now require all applicants <b>firstly</b> to apply through the TDA website locating their chosen provider, and complete the standardised form. <b>Secondly</b> , the university of chichester application form must also be completed in full by both the applicant and the school.
5	School	Send <b>Application Form</b> (Section A, Section B, School Experience Reference and Additional Reference) electronically to the GTP Administrator.
6	Applicant	If you are shortlisted for an interview, you and the school will be notified from the University via letter. (See cover for dates)  If you are not shortlisted for an interview, you and the school will be notified from the university via letter (with feedback).
7	School	If the applicant is not already an employee with you arrange for the applicant to spend a minimum of 15 days in training school. Guidance is included in this document.
8	Applicant	Organise original certificates to confirm qualifications. These are required for University-based interview along with a photocopy. See <i>Step 1 above</i> .
9	Applicant	Attend interview at University of Chichester.
10	University	Notify school and applicant of outcome of interview via email.
11	University	If the interview is successful a University tutor will contact the school to arrange an School Assessment Visit.

<b>12</b>	<b>School and Applicant</b>	Prepare for the School Assessment visit. Guidelines are included in this document.
<b>13</b>	<b>School and Applicant</b>	If the SAV is successful the school and applicant will be offered a place via email in the first instance followed by a confirmation letter and key documentation which will need to be completed and returned.

## THE INTERVIEW

### **The University-based interview will include the following:**

- A formal interview
- A group discussion
- An introduction to the programme
- An opportunity to present a portfolio of prior teaching experience
- A short tour of the Bognor Regis Campus
- An opportunity to study the Programme Handbook

The interview sessions run either in the morning 9.00-12.00 or afternoon 1.00-4.00

Each session will consist of a maximum of 6 candidates

You are free to leave after the formal interview

### **You will need to make the following available at the interview:**

- Original certificates (both GCSEs and first degree) and a photocopy

## GUIDANCE FOR THE REQUIRED PERIOD OF SCHOOL EXPERIENCE

During the 15 days of school experience, both the school and the trainee need to confirm that they wish to proceed with the application for a GTP place.

(The 15 days do not need to be consecutive).

### **Guidance for schools**

There is not a 'standard' programme that all schools need to follow. The programme you organise will be one that meets your own requirements.

The following are activities that you may wish to include:

- Shadowing a teacher for a day
- Shadowing a pupil for a day
- Attachment to a tutor group/class
- Observing a range of classes
- Shadowing an LSA
- Working with small groups
- Shadowing an NQT.

### **Guidance for applicants**

During the 15 days you should complete a log of your experiences. This could include:

- Observations you make whilst undertaking the activities arranged for you
- Subsequent reflection upon these observations
- Notes about the structure of the curriculum
- The role of the teacher.

*When observing teachers in the school you should always be prepared to share your observations with them.*

The log of your experiences will need to be available during the School Interview.

*If you are already employed by the school in another capacity then you will know the school and they will know you! It is still recommended that you spend some time carrying out some of the activities listed above and considering how your role in the school would be different as a GTP trainee.*

## SCHOOL ASSESSMENT VISIT

A University tutor will contact the school and candidate to make arrangements for the School Assessment Visit.

The purposes of the SAV are for the University to:

- ❑ Familiarise the applicant and the school with the programme and TDA requirements;
- ❑ Ensure that the applicant and school are aware of University expectations re roles and responsibilities;
- ❑ Discuss the potential of the applicant to meet the TDA Professional Standards for Qualified Teacher Status;
- ❑ Discuss the capability of the school (and in the case of secondary schools, the department) to provide high quality training (school policy for training, resources, experienced staff, previous experience of training).
- ❑ Answer any questions the applicant or school may have regarding the programme;
- ❑ Observe the applicant in a teaching and learning environment;
- ❑ Observe feedback given by mentor
- ❑ Assess the potential success of the application.

The following page details the actions required prior to the SAV.

Following the SAV, the tutor will liaise with the GTP Coordinator who will inform school and applicant of outcome via email in the first instance.

INFORMATION FOR SCHOOLS FOR SCHOOL ASSESSMENT VISIT (SAV)

<b>Checklist of actions prior to a SAV</b>	
<p><b>Check candidate’s qualifications match entry requirements:</b></p> <ol style="list-style-type: none"> <li>1. GCSE or equivalent grade ‘C’ or above in Maths and English. For Primary candidates GCSE or equivalent grade ‘C’ or above in Science. <b>Please note that the only equivalent qualifications to GCSE we accept are from <a href="http://www.equivalency.testing.com">www.equivalency.testing.com</a> (please visit their website for further details).</b></li> <li>2. A first degree (Honours - 360 points), of a United Kingdom Higher Education Institution, or equivalent qualification, at 2:2 or above and in an area which provides the necessary foundation for teaching the National Curriculum programme of study at secondary or primary level, as appropriate.</li> </ol>	
<p><b>Initiate CRB check, if not already carried out.</b></p>	
<p><b>Organise a programme for the SAV (see below)</b></p>	

Procedure for SAV:                      The visit normally lasts 1.5-2 hours.

<p><b>The following is a suggested programme for the SAV:</b></p> <ul style="list-style-type: none"> <li>• discussion with mentor and Professional Tutor/ITT Coordinator re the GTP, roles and responsibilities (approx 45 minutes)</li> <li>• an opportunity for the University tutor and the mentor to observe the candidate teach a class or work with a group of pupils (approximately 30 – 45 minutes)</li> <li>• lesson observation debrief by mentor (approx 10 – 15 minutes)</li> <li>• candidate to complete written task (and mathematics task for primary) (approx 30 minutes)</li> <li>• discussion of next stage – tutor to liaise with GTP Coordinator re outcome/ possible offer of place</li> </ul>	
---	--

## SECOND SCHOOL PLACEMENT

**We are often asked for details of the second school placement requirements. The following covers the key points to consider at this stage:**

The second school experience forms an important part of the overall training. Prior to the experience, the mentor and trainee should review the training plan to identify how the second school experience can address specific training needs.

- All trainees should complete at least 6 weeks in a second school. (Prior experience can be taken into account). This time span allows for a period of observation leading to significant whole class teaching. The 6 weeks should be completed in a block.
- Trainees whose lead school is an **independent school** must complete a second school experience in a mainstream state school.
- Trainees whose lead school is regarded as a **Special School** must complete **one term** in a second school which must be a mainstream school.
- The second school experience must be within the trainee's chosen 2 consecutive age ranges. Across the two placements there should be experience of teaching in all year groups within the chosen age ranges.
- The second school experience can take place at any point during the first two terms of training.

**When selecting a second school the following must be taken into account:**

The second school experience must help to address areas of need and must provide further training opportunities. For example:

- A school with a different socio-economic profile;
- A mixed gender environment for a trainee whose lead school is single sex;
- Particular resources / facilities;
- Different approaches to learning and teaching;
- Opportunity to access different areas of the curriculum;
- Issues of inclusion;
- In some cases the second school provides a different age range setting. If this is the case, consideration should also be given to other factors to ensure that the second school experience offers a full range of opportunities.

## FUNDING INFORMATION (adapted from the TDA documentation)

The GTP is designed primarily for trainees who are supernumerary \*see note below (i.e. not filling a teaching vacancy). This offers all parties the best opportunity of success. The TDA pays a grant towards salary as well as training costs. However, some GTP places with training grant only will be available. This may be awarded where a school is willing to meet the trainee's full employment cost and where the trainee has a least one full term's teaching experience in the same key stages covered in their training programme. The TDA covers the cost of final assessment for all trainees, including those in independent schools who are not eligible for other grant support. Schools that are not able to secure a funded place may still use the programme if they cover their own costs.

### **GTP with Salary and Training Grant**

Under this option, the TDA pays the school (via the University) a grant of up to £13,500 towards employment costs along with a training grant of £1,300. The TDA also pays for QTS assessment. The £13,500 salary contribution will not cover all employment costs. The school is required to fund costs in excess of this amount. **\*See Notes below.**

### **GTP with Training Grant only**

For trainees filling a vacancy, a training grant of £1,300 will be paid to the lead training school.

### **GTP Self Funded**

For Trainees working in the independent sector, no funding is available from the TDA but schools are welcome to host a GTP trainee but must ensure they are paid the equivalent of an unqualified teacher. The school will also be invoiced from the university to cover costs incurred during the training year, the fees will be approximately £4,500 payable in 2 installments

### **Programmes of Different Length**

Where trainees need less than the maximum period of training (fast-track), the grant will be adjusted.

### **Notes: Pay Scales / Salary Costs**

- Trainees on the GTP must be paid in accordance with either the qualified or unqualified scales set out in the School Teacher's Pay and Conditions. This includes schools employing trainees on a self-funded option.
- Trainees must be paid on at least point one on the unqualified teacher's scale (or equivalent).
- The £13,500 salary grant is a *contribution* to salary costs.

- The TDA is not responsible for meeting all of the employer's on-costs or additional allowances.

Salary grants must be used for employment costs. This may include employer's NI and other overheads, but the grant is only a contribution towards the cost of employment. The TDA is not responsible for meeting the full cost of employer's NI or London weighting. Trainees must be paid in accordance with the Teacher's Pay and Conditions document but the employer can choose whether to pay the qualified or the unqualified rate.

- The employer is responsible for sickness and maternity / paternity arrangements.

## Training Grants

Training grants must only be used to cover costs directly related to preparing the trainee for assessment against the QTS standards. This may include:

- Supply cover for candidates and their supervisors.
- Training in subject knowledge.
- School based and other tutor training.
- Training materials.

Grants will not be paid in advance of need. <sup>iii</sup> If a trainee withdraws, or the training costs less than expected, any unspent grant must be returned to the TDA. The school must account for the use of grants and make their records available to the TDA for inspection if required. <sup>iv</sup>

---

## University of Chichester notes

---

- i £1,300 this grant is paid to schools to contribute to the costs indicated in the section headed 'Training Grants'. *Please also see <sup>iii</sup> below.*
- ii Point 1 on the unqualified scale is above £13,500. Therefore the grant will not cover all salary costs.
- iii The University of Chichester makes payments to schools on behalf of the TDA. These are paid termly in arrears. Details of dates and amounts are given at Induction.
- iv In order to implement this, schools need to keep a record of how the training grant has been spent.



\*Please note that a supernumerary trainee must not be named as responsible for a class on the school timetable.

## RIGHTS AND RESPONSIBILITIES

For the GTP to work effectively it is essential that the trainee, the school and The University understand their respective rights and responsibilities and are committed to working for a successful outcome. GTP 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 LA employing them has the same responsibilities to the teacher, other staff, pupils and parents. At the same time, the trainee is being prepared for QTS assessment by the University. Trainees need support, guidance and a well-structured plan to enable them to reach the QTS Standards. Their working arrangements need to enable them to cover all the Standards.

Individuals who train through the GTP need to be *employed* in a school as an unqualified Graduate Teacher. The GTP is designed primarily for trainees who are supernumerary (i.e. not filling a teaching vacancy). The TDA pays a grant towards salary as well as training costs. However, some GTP places with training grant only will be available. This may be awarded where a school is willing to meet the trainee's full employment cost and where the trainee has at least one full term's teaching experience in the same age ranges covered in their training programme. Schools that are not able to secure a funded place may still use the programme if they cover their own costs.

The employer of a Graduate Teacher can also recognise good performance: they have discretion to decide the exact pay rate, on either the unqualified or qualified scale. The £13,500 TDA salary grant provides a contribution towards employment costs. The TDA is not responsible for meeting all of the employer's on-costs or additional allowances. 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 (i.e. established school/LA competency proceedings).

CRB and Health checks are the responsibility of the school that is employing the trainee whilst on the GTP programme. All GTP trainees must undergo a CRB check prior to the start of their training (same regulations apply as for all other employees of the school).

Together with the University and other partners, each school must fulfil a quality assurance (QA) role in relation to all trainees they are working with, and the potential candidates/applicants for a GTP place they are approached by. QA procedures will involve the school in the evaluation of the effectiveness of the training activities they provide.

In partnership with the University, schools are expected to ensure that GTP trainees at their institution observe and fulfil all requirements set out in *Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (2007)*.

As per the University's Partnership Agreement all partner schools agree to:

- Arrange suitable classes, bearing in mind the stage in training and experience of the trainee(s);

- Place trainees with teachers having appropriate experience and providing suitable role models;
- Have suitably qualified, experienced and committed staff to undertake the role of mentor; provide sufficient time for mentors to work with trainees, observing teachers, completing profiles and meeting the link tutor regularly;
- Complete all assessment and monitoring procedures, in conjunction with the link tutor as required;
- All mentors supporting a GTP trainee need to have completed an accredited programme of mentor training.
- Keep the University informed of any developments in school that might affect adversely the quality of the trainee experience in school.

Schools must ensure that the training opportunities as set out in each trainee's Individual Training Plan (ITP) are delivered by designated members of staff. It is the school's responsibility to complete and deliver appropriate training activities. This includes development of the trainee's subject knowledge for teaching.