

## **AGCAS Teaching and Related Professions Task Group**

### **'Routes into teaching'**

**University of Oxford June 2017**

#### **Overview of postgraduate routes into teaching and future directions**

- Professional skills test generally before applying and definitely before interview
- Graduate Teacher Programme rather than Schools Direct in Wales
- Funding is the main difference between school led routes
- 'Now Teach' is a new programme based in London similar to Teach First and is aimed at career changers.
- Need QTS to teach in schools in England and Wales
- Options to train in early years and post compulsory
- Over 27,000 entrants to ITT in 16/17. Has remained fairly stable.
- Department for Education provide data on routes
- School led is increasing as per government agenda.
- Teach First remains fairly static
- Schools Direct salaried tends to be older applicants and Teach First has a very high 'under 25' cohort.
- Bursary amounts vary from year to year. Within physics it makes no sense to do Schools direct when can get £30k tax free scholarship
- Amounts linked to degree class was to increase attainment of teachers in the classroom but graph shows this hasn't happened
- Geography, biology and history over recruited
- UCAS stats are from the end of may
- Demand from students to university courses and Schools Direct has seen a drop

#### **Crystal ball gazing**

Plans to replace QTS but recent Education Secretary says QTS will not be scrapped but in next few years it could change if this government gets in. Plan to have it similar to lawyers and have hoops to jump through to meet standards. Need to wait and see.

Conservative manifesto includes teaching apprenticeships – what will this mean?  
Teaching very minimal in other manifestos.

## University led ITT

### **Perry Knight, Principal Lecturer & Phase Lead for Early Years in the School of Teacher Education, University of Bedfordshire**

- Offer 4 pathways:
  - PGCE Birth to 5: £7,000 fees. Additional tax free bursary based on degree classification. Apply through the university directly.
  - PGCE: is a graduate part-time work based pathway. £14,000 – split on course fees and to placements.
  - Assessment Only: for practitioners who have experience of a minimum of 2 years' experience as an unqualified teacher. Costing £2,000 for 12 weeks. Academies, Free Schools, International Students, Independent Schools. International teaching qualifications will be considered under discretion. No funding is available
  - Undergraduate: no additional fees.
- 3rd class degree would be encouraged to take the taught pathway to ensure knowledge enhancement.
- Early Years Teacher Status EYTS for 3 months to 5 years. Specialists. They are not QTS. Includes social and health care.
- For PGCE early years apply directly to universities not through UCAS
- Programmes include child development and child psychology
- Entry requirements are same as entry for PGCE primary

### **Group discussion notes**

- Main teaching site teaching.gov then search for EYTS can find all courses
- Destinations include set up nursery on Disney cruise ship, running nurseries
- Eyps is what EYTS was and was more practical focused
- Some settings prefer EYTS to Eyps even though there is parity. They like the teaching element
- Ofsted reports and gradings are best for finding league table equivalents
- Free schools and academies have more flexibility with recruitment

### **Jennifer Gadd, Senior Lecturer in Education: Primary Science, Primary PGCE Course Leader & Admissions Tutor, Oxford Brookes University**

- Focusing on primary PGCE although Oxford Brooke do more
- Two pathways 5-11 and 3 to 7
- Oxford Brookes have 650 school partners. Range across all year groups and types of schools. Subject knowledge on campus time - go into groups of students and receive seminars on the 11 subjects of primary education and cover pedagogy. Working with a mixture of people/peer tutoring.

- Placement will depend on how much experience they come with and build on that. Require minimum 2 weeks experience in classroom to apply to the programme.
- £9000 fees and £3000 bursary for those with a 1st. Fill quickly in September and open again the summer.
- Interview 40 day turn around and invite the best candidates very early in the process. Given a task and reject those who haven't thought it through or know what it is going to be like.
- 3rd class considered depending on experience.
- 50% on course are not straight from university
- 3 Masters level assignments, 3 per term
- Masters offer specialist courses eg maths specialist, SEN specialist or leadership
- Resilience is key. Teaching is hard!
- *Must like children and be able to talk to them!*

### **Group discussion notes**

- Going into special setting can include special needs placements and mainstream, teach in mainstream then go on to do Masters
- Every mainstream school has senco and the route to that is same as above
- Don't need to do experience before, send in application and say when you plan to and this will be conditional on entry
- Interview given an object and plan 15 minute lesson for a specific year group. Resilience is key here

### **Nigel Fancourt, Acting Director PGCE course, University of Oxford**

- University courses are about practical theorising
- Keen to emphasise big involvement of schools
- Only work with state schools, not independent or grammar to ensure range of teaching opportunities
- Start 2 days in school then 3 day at university then switch after October (3 days in school and 2 at university) then from January full time in schools
- SEN placement for a week
- Structure of PGCE is result of research and decisions on best mode of learning to be a teacher
- 60 credits Masters on PGCE as with most others
- Some courses looking at 2 year PGCE with masters and research element
- Apply anytime over the year, although some subjects fill up quicker than others. Selective recruitment. Jan/Feb optimum time to apply.
- 3rd class degree would be trumped by a Masters and/or experience.

## **Group discussion notes**

- Teaching experience requirements depends on subject
- Physics and chemistry are shortage science subjects
- Students need to show value of degree eg maths from engineering
- Don't only need Masters to progress to leadership, experience alone can be enough but Masters can help.

## **Mark Brookes, Head of Teacher Education & Scholarship, Bedford College**

- Most FE staff teach and gain PGCE part time alongside (Mark did this)
- 2/3 don't have degrees but they teach courses you don't need a degree for.
- Lecturer tend to be a "dual professional"
- Colleges prefer 'dual professionals' ie people who have "done it and got the t-shirt"
- Have people from prison, fire service etc who are teaching
- New lecturers have contractual obligation to gain PGCE or similar
- Courses don't lead to QTS have QTLS (Qualified Teacher in Learning and Skills) instead. There is parity but secondary headteachers don't understand it.
- Post compulsory route are in service and are offered a 1 year preservice training course.
- "Getting into FE is backwards, get job then do teaching qualification"
- Don't apply through UCAS and apply later. For some it's a back way in but wouldn't get key stage breadth experience ie before 16 so not good for teaching in schools.
- No skills tests
- Apprenticeship routes starting from September.
- Bursaries similar to PGCE
- If students at 16 don't have maths and English need to get it at college so need to have these teachers.

## **Group discussion notes**

- Half of lecturers (termed associate lecturers) at this college don't have a PGCE and are part time
- More psychology opportunities in fe but most will have a PGCE
- PGCE isn't subject specific but course mentor provide subject specific advice
- Slightly less well paid than state schools and more vulnerable in this political climate

## **Supporting students with disabilities**

### **Christine from AGCAS Task Group**

- Handout is NCTL appendix
- 9% of applicants to teaching have declared a disability
- Lots of decisions to make about how and when to disclose
- Skills test can be adapted
- Interviews can be adapted if declared in advance
- Resources are in a number of different areas

## **Schools based routes**

### **Jeremy, Try Teaching (Graduate Teaching Internship Scheme)**

- Jeremy was involved in early days of setting up Schools Direct
- Has set up companies connected to recruiting teachers, one is now owned by TES
- Peak of 67,000 applying to teacher training in 2011 but the numbers have been dropping ever since (this year 39,000 applicants)
- 40,000 teaching options in England alone eg more than 1000 history places if search in UCAS
- Try Teaching concept is to take a step back, get experience and encourage enthusiasm for teaching. Through gaining confidence and enjoyment the hope is that this will lead to applying for ITT
- Not aimed at people who are certain they want to teach it's for those who have passed by teacher training
- Paid scheme to provide value on both sides.
- Can last 1 to 3 terms
- Work with schools to ensure graduates add value
- Started in June 2016 and have 4,500 registrations since then
- 50 in schools this year and none have dropped out
- 100 internship positions from September although can start at any time during the year

### **Patrick Garton, Director of Teaching School & Assistant Head, The Cherwell School, Oxford**

- Involved with running Oxfordshire teaching schools alliance (SCITT), which is made up of 9 lead schools and 200 partner primary, secondary and special schools. Offer salaried and non-salaried schools direct programmes. Schools recruiting salaried TAs and then taken onto the salaried schools direct.

- Ran versions of Schools Direct then became a SCITT which is partnership across nursery, primary and secondary
- Future for SCITTs are two year programmes with graduates as teaching assistants then supported through salaried route
- Separated out the master with Oxford Brookes covering 3 modules qualification from the OTS qualification so applicants can decide to if they want the masters level qualification or not. All salaried associate teachers start in the summer with 5 weeks of training and start teaching part of the timetable from September.
- Focus on the classroom fundamentals and academics come later.
- To find the best programmes for you go to individual SCITT providers and attend recruitment days.
- All providers have been given an allocation by the Department for Education.
- Trainees are called associate teachers
- Summer programme which is intense so when term starts they have teaching backing so can have sole responsibility but with support etc
- Pays off where trainees remain in partner schools.
- Hard to recruit because expense of living in Oxford so focus on career changers
- School direct as a model has worked out well in all contexts and expect SCITT to be dominant rather than hybrid as it gives better stability.
- Anticipate more two year programmes
- Salaried Schools Direct to be replaced by apprenticeship but could be taking money out of schools for apprenticeship levy because no more money coming in

### **Group discussion notes**

- Non salaried is fee funded so effectively same as PGCE
- **Q: What is the difference between Schools Direct and SCITT?**
- **A: SCITT is accredited body link with DfE compliance, regulation, often, can award QTS. School direct needs an accrediting body which could be a SCITT**
- All Schools Direct are advertised on UCAS
- Providers don't specify numbers
- If only choosing Schools Direct for 3 options your chances are reduced and more likely if applying for PGCE. Should check numbers. This is the case with History and PE. Email before make application because it could stick with a provider for 40 days in apply 2.
- Huge appetite from schools
- Poor practice with incentives ie offer you today if say yes or give you an iPad if confirm within a week.
- Overall teaching is suffering as teachers continue to leave the profession for various reasons including higher salaries overseas.