

### **The Graduate Teacher Programme**

The Graduate Teacher Programme (GTP) enables schools to employ those who are not yet qualified to teach and to train them using an individualised training programme. The programme is designed for career changers, for those with experience of work in commerce, industry or the public sector, and who have the skills and potential to train as teachers. It is not appropriate for those completing a degree and who do not have significant work experience. PGCE is usually the best option for recent graduates. GTP training is tailored to suit individual needs, and may also be available to overseas trained teachers and those with a post-16 teaching qualification.

The GTP usually involves one year of employment-based training. A small number of graduate teachers (GTs) are able to complete in a shorter time. GTP is not a post-graduate qualification though it does lead to the award of Qualified Teacher Status (QTS).

GTs are employed by schools as unqualified teachers. STTORMM devolves funding from the Training and Development Agency for Schools (TDA) to schools which supports the cost of salary and training.

Entry to the GTP is highly competitive with the number of places available fewer than on the HEI-based PGCE route. GTP is different from PGCE which is located in higher education institutions (HEIs) and leads to a post-graduate award. GTP is school and employment-based, and leads to the award of QTS.

### **Allocations**

Information on STTORMM's allocation of GTP places from TDA is detailed on the GTP page of this website.

STTORMM is required to monitor the proportion of underrepresented groups who are recruited and complete training. This includes those who are disabled, those from minority communities, and men into primary teaching. The recruitment and selection process does not favour applicants from underrepresented groups.

During recruitment and selection of GTs, STTORMM takes account of the TDA allocations, local shortages of teachers and the needs of schools, and the quality of teaching and support in those schools that wish to participate in GTP. In recent years, a large number of schools has successfully supported graduate teachers. Others are anxious to train teachers using this route.

All GTs are required to train over two or more consecutive age ranges. The age ranges are 3-5, 5-7, 7-9, 9-11, 11-14, 14-16 and 16-19. Training must take place in at least two schools. Both school placements will need to be agreed by STTORMM, though applicants are only required to identify a lead school at the point of application.

Formal offers of GTP places are always made by STTORMM and not by individual schools or local authorities (LAs).

### **School-funded Places**

When salary and training grant funded places are not available, schools may wish to consider the provision of school-funded places. STTORMM will consider applications for school-funded places, subject to capacity. Applications for school-funded places are subject to the same recruitment and selection criteria as those for salary and training grant funded places.

### **Independent Schools**

Independent schools are not eligible for salary grant or training grant funded places but are able to support GTP applications submitted to STTORMM. Applications from independent schools are subject to the same recruitment and selection criteria as those for salary and training grant funded places and are considered as school-funded places

### **The Role of Schools**

Schools are key to the effectiveness of the GTP. Implementation of the training plan is their responsibility. Lead schools are responsible for:

- a needs analysis and review of appropriate applicants for the GTP
- ensuring all staff are aware of and support the GTP programme, including those within agreed second schools
- an initial check of applicants certificates and qualifications
- administering standard employment procedures including the contract of employment, CRB clearance, health check and liaison with local authority personnel departments
- employing GTs on at least point 1 of the unqualified teacher scale
- inducting GTs into school
- providing suitably experienced, trained mentors with adequate time to carry out their role. In secondary schools there should be both professional mentors and subject mentors
- developing individualised, negotiated, training plans which take account of GTs' previous experience and skills
- reviewing training plans at least half-termly and amending as appropriate
- providing timetables that build up from small teaching commitments to a maximum of 70% over the three terms
- ensuring GTs have teaching experience in two consecutive Age Ranges and are familiar with the Age Ranges either side of the main training phase
- ensuring time is given to GTs to attend courses, network meetings, study days and to take the TDA skills tests
- ensuring GTs do not fill vacancies, but are supernumerary to the school staffing complement.

The quality of support supplied by schools is fundamental to the effectiveness of employment-based ITT. Headteachers and governors must be committed to providing well-organised experiences and training for graduate teachers.

### **Multiple GTP Applications from Primary Schools**

Multiple GTP Applications from primary schools are not normally encouraged due to the significant demands that GTP makes on schools. In particular, STTORMM is highly unlikely to agree multiple places in primary schools which have no recent experience of GTP.

It is for schools to make an initial judgment on the potential to teach of GTP applicants whom they are supporting; supporting multiple applications will not increase the likelihood of a school having a GTP place agreed. Schools wishing to support multiple GTP applications must seek advice from STTORMM **before** applications are submitted. Further information regarding the school capacity to support GTP may be required at shortlisting so such enquiries must be made early.

### **Multiple GTP Applications from Secondary Schools**

Secondary schools are likely to support multiple applications to STTORMM and there are significant benefits to secondary schools in having more than one GT in any given year.

Secondary schools are required to give appropriate consideration when supporting multiple applications in the same subject department. STTORMM expects schools to honour lead school commitments made to applicants prior to submission; it is unacceptable for schools to withdraw offers of lead school placements following a successful interview.

### **GCSE Qualifications**

Applicants must have a degree in an appropriate subject (the award of which must have been made at the point of application), and GCSE Grade C or above (or equivalent) in maths and English. Primary applicants must also have GCSE Grade C or above (or equivalent) in science.

**The award of ALL of the above qualifications must have been made at the point of application.** Applications which do not **clearly** indicate that the above qualifications are in place will not go forward to shortlisting.

### **Equivalence Tests**

Applicants without the required GCSEs may wish to consider a GCSE Equivalence Test. STTORMM recognises GCSE Equivalence Tests offered by MMU and by Equivalency Testing. For details of MMU Equivalence Tests email [info@stormm.co.uk](mailto:info@stormm.co.uk) in the first instance. Information on GCSE Equivalence Tests offered by Equivalency Testing is available at [www.equivalencytesting.com](http://www.equivalencytesting.com).

## **Degree Qualifications**

For secondary applicants, there should be an appropriate match between the subject of their degree and the curriculum subject to be taught. Normally, the requirement is that 50% of the degree should match the teaching subject. For applicants with non-curriculum degrees, the relevance of the degree to teaching, along with evidence of other studies and experience of supporting a curriculum area in school will be advantageous. Information on Subject Knowledge booster, enhancement and extension courses, and advice for PE applicants is available on the GTP page of this website.

Primary teachers may have a little more flexibility but will need to evidence their subject knowledge within the National Curriculum. Degrees in curriculum subjects are always an advantage, as are 'A' levels in the core subjects.

## **Professional Experience**

Applicants are required to provide evidence of recent experience that demonstrates people management skills and the ability to form professional relationships. Successful applicants will have some recent classroom experience. Without such experience, STTORMM will be unable to take a view on the appropriateness of an applicant's classroom management skills.

## **The Application Process**

### **The Selection Process**

The aim of STTORMM is to provide high quality graduate teacher training which matches the recruitment needs of local schools.

First, applications will be checked against the following criteria:

- a UK Bachelor's degree or equivalent in a relevant subject
- GCSE Grade C or above (or equivalent) in Maths and English
- GCSE Grade C or above (or equivalent) in Science (primary applicants only)
- experience of working with children or young people.

Second, applications are matched to the three TDA priority categories:

- priority secondary subjects of Mathematics, Sciences, Modern Foreign Languages, Technology, Music and Religious Education
- non-priority secondary subjects
- high quality primary applicants.

Third, the impact on local recruitment will determine the outcome. Priority will be given to those applicants who meet the above criteria and:

- have experience of schools and classrooms
- are likely to be employed in a local school on completion of GTP.

Applicants are advised to offer evidence of their connections with local schools and community, and their intention to teach locally.

Shortlisted applicants and a representative of the lead school will be invited to attend interview.

All unsuccessful applicants will be advised of the outcome of their applications.

### **Potential to Teach**

Section B of the application form requires significant evidence of the applicant's potential to teach; consideration of this section is a key element of the selection process. Successful applicants will have included substantial evidence and examples where appropriate in this section. STTORMM is looking for:

- personal and professional attributes including:
  - experience of, enthusiasm for and commitment to working with young people
  - knowledge of teaching and learning styles
  - evidence of recent interest in or activity around subject knowledge and its match to the National Curriculum
- awareness of basic principles and the framework for delivery of the appropriate area of the National Curriculum
- experience of contributing to a team as a leader or member
- ability to reflect on practice and effectiveness in current role. Reflection is the key skill in teaching and must be demonstrated at application and at interview.

Spending time in school is the best way to work towards meeting these criteria. A placement with time spent regularly in school over an extended period which gives applicants the opportunity to develop an understanding of how pupils learn is recommended.

### **Finances**

Graduate teachers are employed by schools as unqualified teachers at a rate agreed with the school. This is at a minimum of point 1 of the Unqualified Teacher Scale (£15,461 for 2009/10). Employment is temporary for the duration of the programme, and does not entitle GTs to continued employment beyond the conclusion of the programme.

Details of GTP funding for 2010/11 will be published by TDA during 2009/10 and isn't expected to vary significantly from the present. The following information about 2009/10 funding is available as an indication for schools.

For a three-term programmes starting September 2009, schools receive the following funding:

- a Salary Grant of £14,500. The Salary Grant is available to the lead school as a contribution towards the costs of employing graduate teachers. Salary Grants are not intended to cover all employment costs;

it is likely that the employment costs for GTs will require a contribution of around £4,000 from schools' own budgets;

- a Training Grant of £1,700 which is to be spent exclusively on activity associated with GTP training. STTORMM retains a significant portion of the Training Grant to cover operational and training costs.

Schools with GTs on Salary and Training Grant places will only in exceptional circumstances be charged by STTORMM for services provided.

### **The Post-Graduate Certificate in Teaching**

All STTORMM GTs are required to register for MMU's Post-Graduate Certificate in Teaching (PGCertT). The PGCertT is a Masters level qualification; completion at this level may contribute to one-third of a Masters degree. GTs who do not achieve Masters level may be awarded the Certificate of Education which is the minimum academic requirement for satisfactory completion of the GTP.

### **The Award of Qualified Teacher Status**

GTP is a rigorous and practical route leading to the award of QTS. The programme requires GTs to develop a wide range of teaching skills, to reflect on their practice, and to demonstrate from the evidence of two placements that they meet the requirements of the Q Standards.

Graduate teachers will be assessed against the Q Standards, details of which can be found at <http://www.tda.gov.uk/partners/ittstandards.aspx>.

The Q Standards are common to all trainee teachers, regardless of the ITT route, and form the agenda for training during the programme, and for assessments which are made towards the conclusion of the programme.

Your performance and effectiveness as a teacher will be monitored throughout the GTP. Towards the end of your training, your final assessor will visit you in your placement school to observe your teaching, to scrutinise documented evidence of the programme, and to discuss appropriate issues with you. If the assessment is satisfactory and the TDA skills tests in English, Maths, and ICT have been completed, STTORMM will recommend you to the General Teaching Council for the award of Qualified Teacher Status. Like all other newly qualified teachers, your training will conclude with a statement of targets which will be recorded in the Career Entry and Development Profile that you will use in your subsequent appointment as a newly qualified teacher (NQT).

Graduate teachers are in the same position at the end of training as those who have trained in HEIs. It is your responsibility to obtain a teaching post by making appropriate applications. Schools will be well equipped to judge the teaching skills and abilities of graduate teachers. STTORMM will provide support and advice in obtaining a teaching post.

### **What should I do next?**

STTORMM wishes you well with your application. You must now:

- open and save the appropriate Application Form
- complete parts A, B and C, in collaboration with your supporting school where appropriate
- if submitting a Supported Application, have your lead school complete part D
- Ensure that your completed application is emailed to [applications@sttormm.co.uk](mailto:applications@sttormm.co.uk) by the appropriate deadline.

STTORMM will usually communicate with you by email. You must provide your current email address, and make STTORMM aware of any change which may occur.