Guide to...

Teacher Training in England (Primary & Secondary)

bathspa.ac.uk/careers
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Introduction

To teach in a maintained primary, secondary or special school in England (or non-maintained special school) you must have gained Qualified Teacher Status (QTS). Maintained schools are part of the state-funded school system in England and oversight is generally through the local authority (councils). You can teach in independent schools, academies and free schools in England without QTS, but it's a definite advantage to have it and the majority will still prefer their teachers to hold QTS.

If you are interested in training to teach in one of the other UK countries, please see the links in the FAQ section of this guide, or start here: https://www.ucas.com/teaching-in-the-uk.

In order to gain QTS you will need to complete a programme of Initial Teacher Training (ITT), leading to a recommendation for QTS. Once you have gained QTS it is legal for you to teach any age range, although most teachers stay in either primary or secondary, as it can be hard to move from one to the other.

N.B. There are currently government 'Teacher Subject Specialism Training' (TSST) courses to support qualified teachers to improve their subject knowledge of shortage secondary subjects (Maths, Physics, MFL), read more here: https://www.gov.uk/guidance/teacher-subject-specialism-training-courses.

Once you have completed your training you will need to complete an induction year as an NQT (Newly Qualified Teacher) in a paid teaching position. Supply teaching does count towards your induction year, as long as you complete full terms. There is no time limit between finishing your teacher training programme and starting or completing the induction year.

If you are interested in teaching children aged 0-5, alternatively you might like to consider undertaking an Early Years Initial Teacher Training (EYITT) course, leading to Early Years Teacher Status (EYTS). This would allow you to specialise in early childhood development and be employed in an early years setting (this could include primary schools with a reception class). Please see the Guide to...Teacher Training for Early Years resource for more details.

If you are interested in teaching young people over the age of 16 (post-compulsory) please see the Guide to...Teaching in Further Education and Higher Education resource.

Not sure about what to teach - Primary or Secondary?

For some people deciding what age or subject to teach comes easily, but for others it can be difficult, especially if you haven't recently spent time in either environment. Arranging work experience in both settings should help you to get clearer – but ultimately, it usually comes down to what age range you feel most comfortable with, and whether you would prefer to teach a wide range of subjects at a lower level, or focus on one (or two) main subjects that you are passionate about.

Primary schools cover Key Stage1 and Key Stage 2, and teachers will be expected to teach the full range of National Curriculum subjects. Some primary schools also teach the Foundation Stage.

Secondary schools cover Key Stage 3 and Key Stage 4, and during training you will usually specialise in one subject area (related to your degree), but might find that you are able to teach other subjects once you are qualified.
The age ranges and key stages:
- Early Years Foundation Stage (EYFS) = Age 3-5 = Nursery & Reception
- Key Stage 1 = Age 5-7 = Year Group 1-2 (Primary)
- Key Stage 2 = Age 7-11 = Year Group 3-6 (Primary)
- Key Stage 3 = Age 11-14 = Year Group 7-9 (Secondary)
- Key Stage 4 = Age 14-16 = Year Group 10-11 (Secondary)

National Curriculum Subjects:
- Schools also offer subjects outside of this core list e.g. Drama, Dance, Media Studies and although ITT courses exist to accommodate them, they are less common.
- In addition: all schools are also required to provide Religious Education (RE) at all key stages; and secondary schools must provide Sex and Relationship Education (SRE) and careers guidance. Some schools additionally offer Personal, Social and Health Education (PSHE).

Read more about life as a teacher:

How do I apply for teacher training?

The application process varies depending on the type of ITT route you wish to undertake. The majority of routes are applied for via UCAS Teacher Training, and for others you need to apply directly to the provider - this will be explained further in the pages that follow.

Routes into Teaching

You may have heard of the PGCE but are unfamiliar with the other options such as School Direct or SCITT. The government wishes to highlight that:

- “Whichever course you choose, your training will largely be the same.”
- “Most courses will also offer a postgraduate qualification, usually a Postgraduate Certificate in Education - speak to your chosen course provider(s) to find out what qualification their course offers.”

It may be helpful to think about your options in the following three overarching ways:

1) Undergraduate
2) Postgraduate Fee Paying (you pay a tuition fee)
3) Postgraduate Salaried (you receive a salary)

As a Bath Spa student/graduate you will likely only be considering the two postgraduate options above – unless you want to do a second degree!
Understanding the different types of courses

The diagram below provides an overview of the current postgraduate routes available, and is followed by a little more information to help you understand the terminology and differences between them:

**HEI-led route**
- University PGCE (tuition fee)

**School-led routes**
- School Direct (tuition fee)
- School Direct (salaried)
- School Centered ITT (SCITT) (tuition fee)
- Postgraduate Apprenticeship (salaried)
- Teach First (salaried)
- HMC Teacher Training (salaried)

**Specialist routes**
- Researchers in Schools
- Assessment Only
- Now Teach

Read more in this overview of all routes into teaching: https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/teacher-training-and-education/routes-into-teaching.

**Apply via UCAS Teacher Training for these routes:**

**PGCE (Postgraduate or Professional Certificate in Education)**
- University based training plus significant time spent in school, on at least two placements (a minimum of 24 weeks across the programme), takes 1yr to complete full-time or 2yrs part-time.
- Primary PGCE’s will usually cover a set age range (e.g. 5-7) and Secondary PGCEs will cover a particular subject. There are some variations e.g. Middle Years (Canterbury Christchurch).
- They can include a specialism e.g. SEN/D, Maths, which may attract additional bursary funding.
- The course will focus on developing teaching skills, rather than subject(s) knowledge.

**School Direct (known as the Graduate Teacher Programme, GTP, in Wales)**
- School based training, learn ‘on the job’ and work as part of the teaching team from day one.
- You're selected for training by a school or group of schools in partnership with a HEI or SCITT.
- Many also award you a PGCE/Masters credits and in many ways your training will be similar to training programmes in universities and colleges.
• If you're successful in your training you might get a job in one of the schools in the partnership.
• Graduates with 3 years or more work experience in any career since graduation may be eligible for the salaried (employment based) route. You would be employed as an unqualified teacher by the school and schools receive funding which they can use towards the cost of your salary or training.

SCITT (School Centered Initial Teacher Training)
• SCITT programmes are designed and delivered by groups of neighbouring schools and colleges (known as consortiums), with government approval to provide initial teacher training.
• Taught by experienced, practicing teachers, and often tailored towards local teaching needs.
• You will usually be based in one school from the consortium – the 'lead school' – while completing teaching practices at others within the group.
• Many, though not all, will also award you a PGCE.

Postgraduate Apprenticeship
• Introduced from September 2018, this new route combines paid work with on-the-job and off-the-job training, as you work towards QTS.
• Similar to School Direct (salaried) programmes, you’ll be employed directly by the school.
• Unlike School Direct (salaried) programmes, apprentices do not need 3 years work experience.
• Apprentices will split their time between school and university study; receive practical, school-led training alongside experienced staff, and spend at least 20% of time off-timetabled to learn the pedagogy of teaching.
• Providers may offer an apprenticeship with a PGCE and/or Masters level credits, although there may be additional costs to the trainee – check directly with providers.
• Apprentices will also complete an end point assessment (EPA) to consolidate learning.
• Read more from UCAS about Postgraduate Apprenticeships here: https://www.ucas.com/teaching-option/postgraduate-teaching-apprenticeship.

What are the key dates for UCAS Teacher Training applications?
If you would like to start training in 2020, you should apply as early as possible from 8th October 2019:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Oct 2019</td>
<td>The course search tool opens: you can look for courses in England.</td>
</tr>
<tr>
<td></td>
<td>• Use the DfE 'Find Postgraduate Teacher Training courses' search tool:</td>
</tr>
<tr>
<td></td>
<td><a href="https://getintoteaching.education.gov.uk/explore-my-options/postgraduate-teacher-training-courses/find-a-teacher-training-course">https://getintoteaching.education.gov.uk/explore-my-options/postgraduate-teacher-training-courses/find-a-teacher-training-course</a></td>
</tr>
<tr>
<td></td>
<td>• Read course descriptions carefully to establish what type of route it is (PGCE, SCITT, School Direct or Postgraduate Apprenticeship)</td>
</tr>
<tr>
<td>8th Oct 2019</td>
<td>Apply 1 opens: you can make your application via the UCAS website.</td>
</tr>
<tr>
<td></td>
<td>• You have up to 3 choices which must be submitted at the same time.</td>
</tr>
<tr>
<td></td>
<td>• Your application is considered by training providers simultaneously.</td>
</tr>
<tr>
<td></td>
<td>• If successful, you will be invited to attend an interview or selection day.</td>
</tr>
<tr>
<td>Early Nov 2019</td>
<td>Apply 2 opens: if you have been unsuccessful in Apply 1 you can now make additional applications.</td>
</tr>
<tr>
<td></td>
<td>• They have to be made one at a time but can be for any route.</td>
</tr>
<tr>
<td></td>
<td>• You can keep applying until you’re offered a place.</td>
</tr>
</tbody>
</table>
Apply direct to training providers for these routes:

Teach First
An educational charity and ITT provider operating across England and Wales running early years, primary and secondary programmes. To start your training in 2020, apply NOW via the website: https://www.teachfirst.org.uk/

- The recruitment process is very competitive, but you will EARN A SALARY while you train.
- You’ll receive 5 weeks of intensive training in the summer, ready for the classroom in September.
- Check what curriculum area you could be eligible to teach here: https://www.teachfirst.org.uk/our-programme/about-the-programme/what-you-could-teach.
- You will also study alongside your teaching job, working towards a PGDE (Postgraduate Diploma in Education - worth 120 Master’s credits), with the option of progressing onto a full Master’s degree.
- Read more about the competencies Teach First will be looking for you to address in the application process here: https://www.teachfirst.org.uk/knowledge-base/eligibility/our-competencies.
- Here are some more application hints and tips: https://www.teachfirst.org.uk/knowledge-base/application/application-form-hints-tips.
- Not sure if teaching is for you? You may be eligible to try the Teach First Taster Experience, open to undergraduates from any year: https://www.teachfirst.org.uk/taster-students.

HMC Teacher Training
The Headmasters & Headmistresses’ Conference (HMC) is a professional association for the independent school sector. HMC schools work with ITT providers to deliver training, leading to QTS. See website for more info: https://hmcteachingcareers.org.uk/begin-your-career/#training.

Specialist Routes

Researchers in Schools (RIS)
A salaried programme for researchers who have completed, or are finishing, their doctorate. Trainees are placed in a non-selective secondary school and supported to achieve QTS in their first year and NQT status in their second year. See website for more info: http://www.researchersinschools.org/.

Assessment Only (AO)
This route is primarily for experienced teaching assistants or unqualified teachers already working in schools who wish to obtain QTS. You’ll need to provide detailed evidence and will be assessed by an approved provider. It can also provide an employment-based training route for graduates who find work as unqualified teachers in independent schools or academies. See ‘Get into Teaching’ website for more info: https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/specialist-training-options/assessment-only

Now Teach
Set up in 2016 to encourage people who have already had one successful career, to retrain as teachers and reapply their skills to the classroom. Primarily interested in applicants who want to teach a shortage subject (maths, science, computer science, geography, English and modern foreign languages). See website for more info: http://nowteach.org.uk/.
What funding is available?

If you are undertaking a tuition fee route the cost will vary depending on the course and institution, although you can expect most to charge around £9,250. You may be eligible for a tuition fees and maintenance loan, but there are scholarships and bursaries available if you wish to teach certain subjects.

For the most up-to-date information please go to: https://getintoteaching.education.gov.uk/funding-my-teacher-training/bursaries-and-scholarships-for-teacher-training.

What are the entry requirements?

You should ALWAYS check directly with the teacher training provider to whom you are applying, however there are standard entry requirements that you should be aware of for all routes:

- You will need to demonstrate **GCSEs grade C/4 (or standard equivalent)** in Maths and English (if you are training in Wales this is grade B in both subjects). For primary teaching you will also need GCSE Science grade C/4 or above.

- You will need a **degree** (preferably a 2:1 or above). For primary some providers prefer you to have a degree in a national curriculum subject, for secondary teaching your degree should be closely related to the subject that you wish to teach.

**N.B. If you would like to teach a shortage subject that is not closely linked to your degree subject (but have completed an A-Level for example) then you may find that the training provider will still accept your application on condition that you complete a Subject Knowledge Enhancement (SKE) course.**

Additionally, you **will** be required to:

- Agree to a **criminal records check** (known as the Disclosure and Barring Service (DBS) check).

Additionally, you **may** be required to:

- Complete a **health questionnaire** to find out about your medical fitness. If you have a disability, it’s helpful to give full details on your application, so training providers can try to make any adjustments you may need.

Ideally, **before applying** you will also have:

- Gained some **classroom experience**, preferably in the setting that you wish to teach, so that you can talk about this in your personal statement.

Lastly, **before you are awarded QTS** you must:

- Pass the professional skills tests in numeracy and literacy - a new process for assessing numeracy and literacy will be introduced for ITT starting in 2020. For further details please see: https://getintoteaching.education.gov.uk/post-teacher-training-application/preparing-for-the-professional-skills-tests
Is getting school experience essential?

Generally speaking, most teacher training providers will expect classroom-based work experience prior to application so they can be sure you are making an informed decision about whether or not teaching is for you. It is also very difficult to write a convincing personal statement if you cannot talk about your recent classroom experiences, or working with children and/or young people.

Our recommendation is to gain as much relevant experience (preferably in the classroom) as possible in order to strengthen your application and prepare you for potential interviews. We also recommend that you experience a range of different types of school environments and age ranges, so that you can find out more about the preferred age/subject(s) you wish to teach.

Remember that ideally, you should have undertaken your experience by the end of your 2nd year (if you intend to apply in your 3rd year, to start your teacher training the following year). If you leave it too late it may prove difficult to organise in early September or whilst you are back at university.

Arranging your own experience

Most students arrange their own work experience or classroom-based observations by contacting schools directly. Start with schools that you have previously attended, or where you have a personal contact e.g. family friend, friend of a friend, relative etc. If you are contacting primary schools in the local area, please be aware that Bath Spa University may already be working with them, and we ask that you contact the Partnership Office to check first: partnership@bathspa.ac.uk; they may also be able to assist you in setting up a placement.

You can also search for schools via https://get-information-schools.service.gov.uk. Work experience in schools is popular and may take some time to arrange, so try to plan in advance. If you are considering schools-based teacher training, then you may wish to consider gaining experience in a school that is part of the School Direct/SCITT programme to strengthen your application.

How do I contact the school and what should I say?

When making contact with schools we recommend that you contact the department of the school you are interested in (rather than the Head Teacher), as this is often more fruitful.

- Send a formal letter by post or email, to a named contact (if possible) – check the school’s website for details or ring them to ask who you should address your letter to.
- Introduce yourself (year of study and subject), state your intention to apply for teacher training, and the requirement to have some school experience before applying.
- Be clear about the days/times that you are available (but remain as flexible as possible) and explain ideally what you would like experience of i.e. year groups, subjects, age range etc.
- Mention any relevant previous experience and what you can offer the school e.g. an extra pair of hands in the classroom, someone else to help motivate the pupils, talk to them about higher education, help them with reading etc.
- If you are interested in teaching art, music, drama, dance, or sport you may also find that a request to support extra-curricular or enrichment activities is welcomed.
- To end, be polite and offer to call into the school at their convenience to introduce yourself.
- Include a copy of your up-to-date CV.
If you haven’t heard from the school within 7-10 days, follow this up with a phone call to enquire after your letter i.e. check they have received it, would they be able to help?

Need more help?
- For additional advice please go to: https://getintoteaching.education.gov.uk/school-experience/arranging-school-experience-independently.
- The Department for Education also run a School Experience Programme (SEP) that enables you to access work experience from a network of schools across the country, see: https://getintoteaching.education.gov.uk/school-experience.
- Look at school websites in case they have a School Experience Programme of their own e.g. http://www.oldfieldschool.com/about-us/vacancies/school-experience-days/.
- For other ideas see: https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/468048-how-to-get-the-work-experience-you-need-to-teach.

Getting the most out of your work experience

You need to get as involved as you can and suggest ways in which you may be able to help i.e. can you offer particular expertise or subject knowledge? Do you have good IT skills that might be helpful? Have you got previous experience of facilitating small groups? Would you like to assist in putting together resources etc.?

Keep a daily record of your experiences in school and which activities you helped with (age of children, ability levels). Write down any observations about the way the teacher managed the class and how different teaching techniques were used and why. Gather evidence of lesson plans, displays, projects, and children’s work to remind you of your time on placement and how you made a difference.

This will help you when you come to write your teacher training personal statement and when you are preparing for your interview. Remember - at the end of the placement you may want the teacher/s you have been working with to give you a good reference for the future, where they can comment on your suitability for teaching.

Disclosure and Barring Service (DBS)

If you are going to work as a volunteer or paid employee in an organisation that will bring you into unsupervised regular contact with children under 18 or vulnerable adults, you may be asked to apply for a DBS check. For school experiences that you organise yourself, the school that you are going to may not require an enhanced DBS, if you are constantly supervised, or if this is a single visit. If the school does ask you to undertake an enhanced DBS - they will need to request this as your "employer", you cannot request an enhanced DBS check yourself.

Please note that it can take up to 8 weeks for a DBS check, depending on the level of check required, and there is likely a cost to you (an Enhanced Check costs £44). You should be advised by the organisation what type of check you require, although in most circumstances it is likely to be an Enhanced Check.

**You may have already obtained a DBS at the start of your degree, pertaining to time spent in schools as part of your course. If you are seeking additional experiences outside of your programme of study then you are likely to be covered by the same DBS check, however, it may worth paying an additional £13 to extend your DBS “clearance” to include a wider “roving” cover i.e. time spent in schools unconnected to the
There is a very short time limit in which to do this after the initial DBS is granted so those moving into the second and third years will no longer have this option.

If you have any questions regarding the possibility of Bath Spa University supporting your DBS application please email dbs@bathspa.ac.uk.

**Completing the UCAS Teacher Training online form**

Before you start your application, you are advised to read through the UCAS guidance: https://www.ucas.com/postgraduate/teacher-training/apply-through-ucas-teacher-training/filling-your-ucas-teacher-training-application.

There is also specific help for each part of the form, denoted by the (?) icon – read the advice carefully, but if you come into problems ring the UCAS helpline on: 0371 468 0469. For a range of other methods of contact please see: https://www.ucas.com/contact-us.

The form is split into the following main sections:

1) **Personal details**

This includes your contact details such as name, address etc. In the ‘further details’ section you will be asked to complete information about your nationality, area of permanent residence, who will pay your fees and if you would like to declare a disability.

2) **Choices**

You have up to 3 choices (any combination of PGCE, School Direct, SCITT and Postgraduate Apprenticeship).

All 3 choices must be made at once and will be considered simultaneously by your chosen providers - you will not be allowed to ‘add’ extra choices if you submit less than 3.

You enter your 3 choices in no order of preference; however, please note that when providers receive the application, they see whether they were entered in box 1, 2 or 3 on the form. Whilst providers do not take note of this, you may wish to enter your choices according to your own preferences i.e. in box 1 put your strongest preferred choice.

3) **Education**

Input all of your previous qualifications and languages spoken – you will need to know the dates you received the results and awarding organisations, so will need to dig our all of your certificates!

Completing the ‘Add degree’ section can cause a bit of a headache. The following text has been extracted from each of the various (?) icon’s:
Main degree subjects

If you are applying for secondary courses, training providers need to assess whether or not your degree course covers enough of the subject (or subjects) you want to teach.

If you are applying for primary courses, training providers need to identify your specialist knowledge relevant to teaching the range of subjects in the national curriculum. You should include any skills courses, such as IT or statistics, and modules that show your knowledge of cross-curricular themes being developed in primary schools, such as environmental education, community or citizenship, health education, equality and diversity.

Please enter the main subject (or subjects) you studied for your degree. Please enter each subject in a separate field. There are 30 fields and you can enter up to 50 characters in each field.

Please do the following when entering your degree details.
- If your degree is in music, please state your main instrument in one of the fields.
- If your degree is from a Scottish university or college, please list the courses or modules studied in each year of your degree, using the formal title of each course or module.

Other subject or subjects in your degree

Enter the subsidiary or minor subjects you studied for your degree. Please enter each subject in a separate field. You can enter up to 10 subjects. If there is not enough space for all your subjects, try to group related subjects together under main headings and give a percentage for the time spent studying each subject group.

Time spent/credits

For the purposes of the degree breakdown training providers want to know about all the subject areas you studied during your degree and the time you spent on these subjects whether or not they counted towards the degree classification you achieved.

Enter the amount of time spent on each of the main subjects in your degree as a whole number percentage, for example ‘15%’ and not ‘15.25%’.

Overall, the time spent studying should add up to 100%. Please make sure the percentages entered for your main degree subjects + the percentages entered for your other degree subjects = 100%.

In the two scenarios below we have provided examples of how to calculate the percentages for your degree breakdown.
Scenario 1
This example is based on a degree that was studied over three years. The amount of time spent for each module of the degree was linked to how many credits it was worth. Every module studied in this example contributed to the degree classification. The modules and dissertation of the degree covered 360 credits. Each of the sixteen modules was worth 18 credits and the dissertation was worth 72 credits.

To work out the percentages we use the following calculations:
Credits of the module multiplied by 100 divided by credits for the whole degree 18 x 100 / 360 = 5%.
Credits of the dissertation multiplied by 100 divided by credits for the whole degree 72 x 100 / 360 = 20%.

After these calculations are carried out all that remains is to fill out the main and other degree subject boxes with the dissertation and module names along with the calculated percentages.

Scenario 2
This example is also based on a degree that was studied over three years. In this example none of the modules studied in the first year contributed to the degree classification. The first year of the degree was made up of 12 modules that had an equal number of lectures, directed study and related activities. The second and third years were made up of eight 15 credit modules, three 20 credit modules, four 30 credit modules and a 60 credit project for a total of 360 credits.

Halving the final two years 360 credits gives 180 credits per year of time spent studying. Even though no credits were assigned by the university to the first year in terms of time studying, the 12 modules were equivalent to 180 units or 15 credits each. This means we can calculate the time spent evenly across the three years against 540 credits, 360 actual credits and 180 equivalent credits.

To find out the percentages we use the following calculations:

1st year modules: Credits of the module multiplied by 100 divided by all credits (real and equivalent) for the degree 15 x 100 / 540 = 2.8%.
2nd and 3rd year modules: Repeat as above
15 x 100 / 540 = 2.8%  
20 x 100 / 540 = 3.7%  
30 x 100 / 540 = 5.6%  
60 x 100 / 540 = 11.1%

Unlike the percentages in the first scenario these calculations do not result in whole percentages so it is important to carry out a small amount of rounding up or down. This should be based on how you spent your time while studying so that the final percentages accurately reflect your studies. Once the rounding up or down has been completed all that remains is to fill out the main and other degree subject boxes with the project and module names along with the calculated percentages.

4) School/work experience
This is where you can provide factual details about your experience (for example: start and end dates; lists of responsibilities; names and locations of schools or organisations). Outline paid and unpaid work experience, particularly that which is relevant to teaching. When including work experience not directly relevant try to highlight any transferable skills valuable in the classroom.
Please note: Some training programmes, including all salaried School Direct training programmes, require your complete work history. If this will not fit in the space provided you can send the training providers your CV, or a summary of your whole work history. You must do this after you have submitted your application and have received your welcome email, as you will need to include your Personal ID and your full name.

This section should be written like a list in reverse chronological order e.g.

June 2018, St Mary’s Primary School, Bristol - Voluntary classroom assistant.
For 3 weeks, helped class of Key Stage 1 pupils with reading and vocabulary, prepared resources in advance of one-to-one sessions and monitored progress of pupils under my supervision.

Sept 2017 – Dec 2017, Hillsgrove Middle School, Bristol - Voluntary activities assistant.
One day a week, supported afterschool clubs in drama and dance, assisted teachers with helping to motivate children in Year 7/8 to participate in activities and rehearse for end of term play.

5) Personal Statement

Teacher training places are competitive which means you will have to work hard to stand out from the crowd. Writing your personal statement is crucial to the success of your application and must be well written, have a logical structure and be mistake free. Remember that all teachers, whatever their subject, are expected to have excellent standards of written English and it is essential that your statement is word perfect. Start early, as it often takes longer than you might think!

There is a character limit of 4,000 or 47 lines, and you are asked to: “Describe briefly your reasons for wanting to teach giving the relevance of your previous education and details of any teaching experience, including visits to schools and other work with young people.”

You need to:
• Clearly demonstrate your reasons, experience, suitability & commitment to teaching.
• Show you are enthusiastic about your subject(s) and working with the age group you wish to teach.
• Convey that you have thoroughly researched teaching and you are sure that it will suit you.
• Explain that you have experience that demonstrates that you have the skills and qualities necessary to become a good teacher.

Remember:
• Admissions staff do not need you to tell them what makes a good teacher; instead they need you to prove why YOU are right for teaching.
• Throughout your personal statement you should reflect on how your experiences have informed your decision(s) and talk about what you have learned, observed and gained from classroom-based work experience, and other relevant experiences.

To begin, try writing a short paragraph for each of the following questions:

1) Why do you want to teach? Who or what has influenced your decision to apply to become a teacher? What are your ambitions for your future in teaching?
Avoid being too clichéd e.g. I have dreamed of being a teacher since I was five….Instead, try thinking about what attracts you to teaching and start with explaining this.

2) Why will you enjoy working with that age range? Why will you enjoy teaching your subject(s)?
For primary, show an awareness of what you will be teaching and how your experience and/or qualifications will assist. For secondary, show why you are enthused by your subject and about passing it on to young people...Are there particular modules from your degree that relate to teaching or the national curriculum?

3) What skills and qualities make a good teacher and how can you explain that you have these too?
Consider what makes a good teacher (organising, listening, communication, empathy with young people, creativity, energy, enthusiasm, responsibility, commitment to lifelong learning etc.). Think of examples that demonstrate these. For more ideas look up the job profiles in the ‘further help and advice’ section below for more ideas on what they will be looking for...

4) How has your previous relevant experience prepared you for becoming a teacher?
Highlight your classroom experiences/other similar experiences of working with young people (such as tutoring, mentoring, Brownies etc.). Show your awareness of a teacher’s responsibilities (e.g. lesson planning, classroom organisation, classroom management, inclusion strategies etc.), and talk about your own involvement, reflecting on what you observed and learnt.

5) What other relevant skills or knowledge can you offer apart from your own specialist subject?
In what other ways might your role as a teacher be enhanced by your hobbies and interests...Are there any additional training courses that you have completed that would be beneficial to schools e.g. First Aid, Coaching Qualifications etc.?

Top Tips:
- Keep your writing style concise and reflective (not too descriptive) and use specific examples to demonstrate your points.
- It must be word perfect; complete in Microsoft Word before pasting into online application form.
- Consult training provider’s course information – do they emphasize any particular criteria they are looking for?
- Avoid phrases that imply that you did something only because you were told to e.g. “I had to” or sentences that start “I believe” or “I feel” as this relies on your opinion and it is stronger to state the facts e.g. “I have” or by using action words, such as “completed, negotiated, achieved, organised, created” etc.

Further help and advice with your Personal Statement:
- The Department for Education: https://getintoteaching.education.gov.uk/how-to-apply/personal-statement.
- TargetPostgrad: https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/how-to-write-your-personal-statement-for-teacher-training.
- See some example personal statements here (view only after you have written yours!): https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/teaching-and-education/teaching-personal-statement-examples.
- Research the skills required for teaching using the following job profiles: https://www.prospects.ac.uk/job-profiles/primary-school-teacher and https://www.prospects.ac.uk/job-profiles/secondary-school-teacher

You can also upload your teacher training personal statement for feedback via ‘MyCareer’.
6) Reference

You are required to submit contact details for two referees: one academic and one professional, who are well placed to comment on your suitability for teaching. You should discuss your intention to use them as a referee and get agreement prior to application.

The academic reference should be either your personal tutor or another lecturer, and your professional reference is likely to be a current or previous manager from a paid or voluntary position, or similar person of responsibility. You might also consider asking a teacher/head teacher from a recent school-based work experience placement.

Before training providers can consider your application, your referees will be required to respond to the request from UCAS Teacher Training to provide you with a reference. In order to ensure that your application is not held up you should be in regular contact with your referees to check they have followed the necessary procedure and responded in a timely fashion.

Your teacher training interview day

Your interview is an essential part of the application process for all initial teacher training courses. They usually take place over a full day, but may take as little as an hour. Providers will be assessing your commitment to teaching, your relevant knowledge, skills and suitability for teaching - you will be asked about your experience of working with young people/children. The panel will expect you to demonstrate that you possess the appropriate qualities, attitudes, ethics and values expected of a teacher and your potential to meet the Teachers' standards.

Read more here: https://getintoteaching.education.gov.uk/how-to-apply/preparing-for-your-interview

What are they looking for?
- Good personal, intellectual and communication skills, clear and accurate spoken English;
- A positive attitude towards children and working with them;
- An enthusiasm for, and understanding of, your subject(s);
- A commitment to, and understanding of education and the role of the teacher.

What to expect
The structure of the day will depend on the provider – you should be provided with details in advance, but expect some differences between interview days for primary and secondary, for example you could expect:
- A written task, numeracy or subject-based tests;
- A group task or discussion (e.g. around current educational issues);
- Short presentation or teaching episode (sometime referred to as a ‘micro-teach’);
- Individual panel interview.

Many interview days will involve a combination of staff e.g. university tutors, school teachers/head teachers and if you are being interviewed for school-based training, the day might even involve pupils. Other applicants are usually a part of the interview day, so expect to interact with each other and be assessed on these interactions in some way.

Typical teacher training interview questions:
- Why do you want to be a teacher? (Checking your motivations)
• What specific qualities and skills do you have which are valuable in a classroom? OR What qualities do you think makes a good teacher? (Checking you recognise/possess suitable personal qualities)
• What insights did you gain from your classroom experience? (Checking that you have learnt from your experiences and that you can be reflective)
• Can you give an example of a time when you worked in a team?
• Tell me about a time when you have had to use your leadership skills...
• How would you explain difficult topics to make them interesting and accessible? (Checking that you are aware of different teaching techniques/styles)
• What is your opinion on current educational issues? OR How do you keep up-to-date with advances in the field? (Checking that you are engaged with the wider sector)
• How does your degree relate to the National Curriculum?
• What aspect of X subject are you most confident in? OR Where do you think the gaps are in your subject knowledge?
• Why have you chosen X school/university? (Checking that you have done your research and that you are committed to training with that particular provider)
• Do you have any questions? (This is your chance to ask them about anything that is unclear - think carefully about what you want to ask, will your question give the right impression.)

Preparing for your interview questions
• Write out a range of questions and prepare your answers.
• Start with bullet points and expand with examples to evidence your skills.
• Practice your answers out loud to anyone who will listen - hearing your responses will help you to refine them.
• Structure your answers for situation type questions using STAR e.g. ‘Can you give me an example when you have…..’ or ‘Can you describe a situation where…..’
  o Situation describe the context
  o Task what needed to be done
  o Action what you did
  o Result what was achieved

Example: Can you give me an example of when you've worked as part of a team to achieve a task?

“During an assignment at university I was tasked with working as part of a team to produce several pieces of work on the subject of….. The team was chosen at random so the members had not worked together before. I was elected chairperson by the team. My role involved coordinating the efforts of the team and arranging and chairing meetings. One particular team member rarely contributed and was holding the team back by not doing the work we had agreed. I had a quiet word with this person and pointed out the effect that her behaviour was having on the project, and that we would have to work together to achieve our result. Her contribution improved and we obtained 75% for the assignment.”

Top Tips
• Asked to bring documents with you? Check well in advance that you have what you need!
• Dress to impress – smart but comfortable
• Body language – smile, sit up straight, eye contact, use hands
• Tone of voice – positive, clear, confident
• Gen-up on educational policy/changes/issues
• Be punctual - Arrive in good time
• Make sure you have a pen/paper with you
• You may not get a break – have a drink, go to the loo etc. beforehand
• Provide evidence of your skills and qualities
• Prepare, prepare and practice!

Here are some additional interview resources:
• www.teacherstalk.co.uk/faq/pgce/interview-questions.php

To gain a wider understanding of the education sector use websites such as:
• https://community.tes.com/
• www.theguardian.com/education
• http://schoolsweek.co.uk/
• You are also advised to familiarise yourself with the National Curriculum and to keep up-to-date with educational policy changes: https://www.gov.uk/national-curriculum

Frequently Asked Questions (FAQs)

What if I don’t have the correct GCSE grades?
If your GCSE grades in Maths or English (plus Science for Primary) were lower than grade C/4 then you are likely to need to re-take your exams, although some teacher training providers may accept equivalency tests instead - ALWAYS check directly with the provider to establish if this is a possibility and who their preferred provider for the equivalency tests is.

In most cases you will need to have passed the exam(s) at point of application so may need to study for re-takes alongside your degree (ideally no later than your 2nd year if you wish to move straight into teacher training).

There are a number of options for re-taking GCSEs:
• Via distance learning courses e.g. www.nec.ac.uk/course-categories/gcses
• Check with the local college, you may be able to attend on a part-time or even intensive basis.
• If you feel confident that you could study independently (there are many available resources to support this) then you may simply need to pay the cost of sitting the exam at a registered test centre. Again, the local college may be able to assist you.
• If you have qualifications from outside the European Economic Area (EEA), NARIC will be able to advise on their equivalency: www.naric.org.uk/naric/, but again you should ALWAYS check directly with the provider to see what they do and don’t accept.

Are there any application deadlines?
There are no deadlines; you can apply right up until September 2020 for any programmes with places still available. However, you are encouraged to apply as early as possible.

What happens after I apply to UCAS?
Training providers must notify candidates of their decision within 40 working days of receipt of the application. Before you can be offered a place, you’ll have to attend an interview or selection day, this means you might receive invitations to three interviews within a very short space of time. Candidates must
respond quickly to any offers they receive (within 10 working days). Failure to do so could result in automatic rejection. You can only accept one offer.

**Can I apply for training on a part-time basis?**
Yes, you are advised to speak to providers directly to explore this option.

**I’m applying late - how do I know what’s available?**
We suggest you contact your chosen training providers to check they’re still recruiting before adding them as a choice to your application. The UCAS Teacher Training website will be updated when courses close.

**Can I go into teaching if I have a disability?**
Yes, those with disabilities are under-represented in the teaching profession. Teacher training providers have a responsibility to ensure equality of access, whilst at the same time ensuring trainees have the health and physical capacity to teach. *It is important that you get in touch with training providers early on to discuss any special arrangements you may require, as every individual will have different circumstances and needs.*

You may also find it helpful to read through some of the TES Connect Forum threads as a good place to ask for advice and learn from the experience of others: [https://community.tes.com](https://community.tes.com). Although, if you have any concerns and would like to discuss this with Bath Spa Careers, please book an appointment.

**How about training in other UK countries?**

**Wales:**
- To search and apply for ITT programmes in Wales, you'll need to use UCAS’ search tool: [https://www.ucas.com/postgraduate/teacher-training/apply-through-ucas-teacher-training/find-teacher-training-programmes](https://www.ucas.com/postgraduate/teacher-training/apply-through-ucas-teacher-training/find-teacher-training-programmes).

**Scotland:**
- Read more here: [http://teachinscotland.scot/](http://teachinscotland.scot/).

**Northern Ireland:**
- To apply for ITT programmes in Northern Ireland you must apply direct to the institution: [https://www.ucas.com/postgraduate/teacher-training/train-teach-northern-ireland](https://www.ucas.com/postgraduate/teacher-training/train-teach-northern-ireland).
- Read more here: [https://www.education-ni.gov.uk/articles/initial-teacher-education-courses-northern-ireland](https://www.education-ni.gov.uk/articles/initial-teacher-education-courses-northern-ireland).
If you have qualified in one country in the UK, can you teach in the other UK countries?
Generally speaking, yes. There is mutual recognition of QTS between England and Wales, and teachers trained in Scotland and Northern Ireland are eligible to teach in England and Wales.

If you trained elsewhere in the UK but wish to teach in Northern Ireland:
• You required to register with the General Teaching Council for Northern Ireland: http://www.gtcni.org.uk.

If you trained elsewhere in the UK but wish to teach in Scotland:
• The General Teaching Council for Scotland requires a reference and documentation (and fee) to support an application for registration from teachers who qualified outside Scotland: http://www.gtcs.org.uk/registration/qualified-outside-scotland.aspx.

Can I complete my NQT year abroad?
This is possible, although the options are limited. The Council of British International Schools (COBIS) provides a list of overseas schools that qualify: https://www.cobis.org.uk/schools/for-teachers/nqts.

• Read more about pay and conditions overseas by TES: https://www.tes.com/articles/pay-and-conditions-overseas-jobs-market.
• Read more about the NQT Induction here: https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts

Can I teach abroad?
You will need to do your research: it will depend on the county or sometimes even the state (e.g. Canada/USA) in which you wish to teach, the type of school you wish to be employed by (for example, it might be within an International School) and what you want to teach i.e. Primary/Secondary/TEFL etc...
In some cases, it might be straight forward, but in others you may need to apply to have your qualifications recognised or find that you are simply not qualified and you would need to undertake additional training in that country.

More generally, you might find that holding a PGCE qualification is more recognisable than holding QTS without having studied for a PGCE. Therefore, if you are considering what teacher training option is the best for you and think that you might like to work abroad in the future, then you are advised to ensure a PGCE is part of your chosen route.

You might also be required to demonstrate a level of language fluency for that country to be eligible. It is advisable to start your research by contacting the countries and/or states teaching professional bodies and/or equivalents to their Department for Education or local education board for the location you are interested in.

Some helpful starting points:
• USA: https://education.uky.edu/acadservpdac/certification-by-state/
• Canada: https://www.ctf-fce.ca/en/Pages/TIC/CertificationRegulationsbyProvinceTerritory.aspx
• Australia: https://www.trb.sa.edu.au/qualifications

Can an EU/international student apply for teacher training programmes in the UK?
Yes, you can apply if you are an international student with a degree from a UK higher education institution (or with a recognised equivalent qualification). You must have a very good standard of written and spoken
English, and you must have the qualifications (or equivalent qualifications) that a provider asks of all its applicants.

You should be aware that a teaching qualification gained in the UK may not qualify you to teach in your home country. If you are thinking of training in the UK and then teaching in your home country, check first in your own country to see whether UK qualifications are acceptable. You may be eligible for a government funded bursary or scholarship. See the Department for Education website for further information: https://getintoteaching.education.gov.uk/funding-my-teacher-training/bursaries-and-scholarships-for-teacher-training

Once you have completed your teacher training, you may need a work permit if you wish to teach in the UK, which can be challenging. You should contact the Immigration Advice Team if you would like to discuss anything relating to your visa and working in the UK after your ITT course: immigrationadvice@bathspa.ac.uk.

**Where can I get help with the Professional Skills Tests?**

Read more about how to register and prepare for the tests here: https://getintoteaching.education.gov.uk/post-teacher-training-application/preparing-for-the-professional-skills-tests.

For applicants with a disability, you may be eligible for reasonable adjustments. You can find out more here: http://sta.education.gov.uk/professional-skills-tests/access-arrangements.

The library has the following books available to borrow:
- *Passing the literacy skills test*, Johnson (2015) – Shelf number: 370.71 JOH
- *Passing the numeracy skills test*, Patmore (2015) – Shelf number: 370.71 PAT

You can also access practice tests online:
- Numeracy: http://sta.education.gov.uk/professional-skills-tests/numeracy-skills-tests
- Literacy: http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests

**Additional Support and Events**

If you have any questions please contact the Get Into Teaching Line, freephone 0800 389 2500 or use the online chat service: https://getintoteaching.education.gov.uk/contact. If you are applying for teacher training at Bath Spa University and have specific questions about your application please email teaching@bathspa.c.uk.

- You can keep updated with any Bath Spa Open Days and/or Teaching Education Events and Taster Courses here: https://www.bathspa.ac.uk/be-bath-spa/open-days-and-visits/teacher-education/

- The Department for Education also runs a series of free to attend Teaching Events throughout the year, including online sessions. The most up-to-date information is available here: https://getintoteaching.education.gov.uk/teaching-events
Location of Relevant AGCAS Teaching Publications

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<td>How do you train to become a teacher? (Overview article on TARGETjobs)</td>
<td><a href="http://targetjobs.co.uk/career-sectors/teaching-and-education/330871-how-do-you-train-to-become-a-teacher">http://targetjobs.co.uk/career-sectors/teaching-and-education/330871-how-do-you-train-to-become-a-teacher</a></td>
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<td><a href="https://targetpostgrad.com/subjects/teaching-and-education/what-different-types-of-school-can-you-teach-in">https://targetpostgrad.com/subjects/teaching-and-education/what-different-types-of-school-can-you-teach-in</a></td>
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<td>Overview of your postgraduate teacher training options</td>
<td><a href="https://targetpostgrad.com/subjects/teaching-and-education/overview-of-your-postgraduate-teacher-training-options">https://targetpostgrad.com/subjects/teaching-and-education/overview-of-your-postgraduate-teacher-training-options</a></td>
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<td>Training to teach in further and higher education</td>
<td><a href="https://targetpostgrad.com/subjects/teaching-and-education/training-to-teach-in-further-and-higher-education">https://targetpostgrad.com/subjects/teaching-and-education/training-to-teach-in-further-and-higher-education</a></td>
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<td>What to expect from the teacher training interview and selection day</td>
<td><a href="https://targetpostgrad.com/subjects/teaching-and-education/what-to-expect-from-the-teacher-training-interview-and-selection-day">https://targetpostgrad.com/subjects/teaching-and-education/what-to-expect-from-the-teacher-training-interview-and-selection-day</a></td>
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Further support from Bath Spa Careers

If you would like further support from Bath Spa Careers go to bathspa.ac.uk/careers to book onto workshops and events; arrange a 1:1 appointment with a Careers Consultant; check drop-in times; and access our extensive range of resources. Bath Spa Careers resources are also available at: http://www.pearltrees.com/bathspacareers.

You can also contact Careers Reception on 01225 875525 or at careers@bathspa.ac.uk.
Please note that Bath Spa Careers does not endorse particular organisations.

(This guide was last updated in Summer 2019).
GET A HEAD START

We’re here to help you get a great start to your career. We’re open all year round, so come and visit us in the Careers Space, book an appointment, or get in touch.

Careers Space, SL.G04
Steward’s Lodge

careers@bathspa.ac.uk
01225 875525

www.bathspa.ac.uk/careers

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