



Handbook for  
Education Professionals  
**The Bristol Guide 2014**

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**Ruth Bennett, Deputy Headteacher and Professional Tutor, Sir Bernard Lovell School, Bristol**

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## Introduction

**The Bristol Guide is written for all professionals working with children and young people in schools and other settings. It provides guidance about the law and general advice related to their professional responsibilities and duties.**

## Trainee teachers, NQTs and experienced teachers

The Bristol Guide is an essential resource for trainee teachers working towards the standards for qualified teacher status (QTS). It also helps newly qualified teachers and more experienced teachers, all of whom are required to ‘have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities’ [Teachers’ Standards, 2012].

## Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs)

HLTAs and TAs working towards HLTA status will find the Bristol Guide invaluable in developing knowledge of the ‘frameworks that support the development and well-being of children and young people’ [HLTA Professional Standards, 2012].

**Helen Aberdeen**  
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# Initial teacher training and induction

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- 1.3 Roles and responsibilities



## 1.1 Routes into teaching

**There are many different educational pathways which lead to the award of qualified teacher status (QTS) in the UK. Teachers need to have completed a degree and a course of initial teacher training (ITT). Some undergraduate courses allow students to study for a degree and complete ITT at the same time. The most common routes are outlined below.**

### Undergraduate routes

#### **Bachelor of Arts (BA) or Bachelor of Science (BSc) with QTS**

An option which allows students to specialise in a certain subject (maths, physics, chemistry or languages) while gaining an honours degree and QTS.

#### **Bachelor of Education (BEd)**

This is an honours degree course in education. BEd degrees are available for both primary and secondary teaching but are a particularly popular choice for those interested in teaching primary school pupils.

### Postgraduate routes

#### **Postgraduate Certificate in Education (PGCE)**

PGCE courses last for one year full-time or up to two years part-time. They focus mainly on teaching skills, so applicants are expected to have a good understanding of their chosen subject (normally degree level) before they start training. PGCE courses are available at universities and colleges throughout the UK. It may also be possible to study for a PGCE via flexible distance learning or through a School-Centred Initial Teacher Training, Teach First or the School Direct training programme.

#### **SCITT (School-Centred Initial Teacher Training)**

SCITT programmes are taught by neighbouring groups of schools and colleges. All SCITT courses lead to the award of QTS and also award a PGCE. SCITT courses cover primary and secondary years and the whole range of secondary subjects.

#### **School Direct**

School Direct is available in primary and secondary schools in England and programmes generally last for one year. Successful completion of a School Direct course will lead to the award of QTS, and some School Direct programmes may also include the award of a PGCE. The School Direct Training Programme (salaried) is an employment-based route which is available to high quality graduates with at least three years' work experience. These students will earn a salary as they train.

#### **Teach First**

Teach First is an educational charity with a vision that no child's educational success should be limited by their socio-economic background. It offers a two-year Leadership Development Programme leading to the award of a PGCE. The course begins with an intensive six weeks of training, and trainees then spend two years in a school in a low-income community. They are paid as unqualified teachers in their first year and then as newly qualified teachers (NQTs) in the second year.

#### **Teach First Masters programme**

The Teach First Masters programme at the University of Bristol Graduate School of Education will start in September 2014. It comprises two 30-credit units during the first year; these focus on action research and leadership. During the second year, participants will complete a 60-credit dissertation.

#### **Funding**

Postgraduate routes such as the PGCE, SCITT and School Direct attract bursaries for trainees who are not employed as teachers. Bursary amounts vary depending on the teaching subject and degree class or highest relevant academic qualification. The highest bursaries (up to £20,000) are awarded for physics, maths, chemistry and modern languages. Trainee teachers in maths, physics, chemistry and computing with a 2:1 or first are able to apply for scholarships of £25,000 with the relevant subject association group. School Direct trainees whose training is based in a school where more than 35% of pupils are eligible for free school meals will receive a 25% increase on the above bursaries/scholarships.

## 1.2 Statutory induction for NQTs in England: current arrangements

**Statutory induction is the bridge between ITT and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the Teachers' Standards. This includes observation of the teacher, watching more experienced teachers and a professional review of progress at least every half term.**

**Qualified teachers who work in maintained schools, non-maintained special schools, maintained nursery schools and pupil referral units in England must by law complete an induction period after gaining QTS. There is no legal requirement for teachers to complete induction if they are working solely in the independent sector, including academies, free schools, independent schools or Further Education institutions. It may, however, be possible for NQTs to complete induction in these settings. Induction may also be undertaken in a British School overseas, provided that it has been inspected by a DfE (Department for Education) accredited inspectorate within the last six years against the Standards for Inspection of British Schools Overseas.**