



In partnership with  
Kent, Medway, East Sussex and South London Schools

**Graduate and Registered Teacher Programmes  
(GRTP)**

**EMPLOYMENT BASED  
INITIAL TEACHER TRAINING**

**Secondary GRTP Application Pack  
September 2012 entry**

**Guidance for Head Teachers and  
Employment Based Trainers (EBTs)  
Faculty of Education**

**Department of Post Graduate Initial Teacher Education (POINTED)**

[www.canterbury.ac.uk/education/ebr](http://www.canterbury.ac.uk/education/ebr)

[education.grtp@canterbury.ac.uk](mailto:education.grtp@canterbury.ac.uk)

## Contents

<b>Guidance for Employment Based Initial Teacher Training</b>	
Introduction	3
The Partnership Agreement and the Memorandum of Agreement	4
Equality and Diversity	4
Employment Rights of Trainees on the GRTP	5
<b>Programme Descriptions</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Secondary Supernumerary Graduate Teacher Programme (GTP)</li> </ul>	6
<ul style="list-style-type: none"> <li>• Secondary Registered Teacher Programme (RTP)</li> </ul>	6
<ul style="list-style-type: none"> <li>• Overseas Trained Teacher Programme (OTTP)</li> </ul>	6
<b>Timelines and subject pathways</b>	
<ul style="list-style-type: none"> <li>• Timelines</li> </ul>	7
<ul style="list-style-type: none"> <li>• Subject Offered</li> </ul>	8
<b>Making an Application</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• School Audits and criteria for allocation of places</li> </ul>	9/10
<ul style="list-style-type: none"> <li>• Recruitment and Selection</li> </ul>	11
<ul style="list-style-type: none"> <li>• School Interviews</li> </ul>	11
<ul style="list-style-type: none"> <li>• Required Attributes for Teachers</li> </ul>	12
<b>Key Personnel at Canterbury Christ Church University (GRTP)</b>	<b>13</b>

<b>Application and Audit Forms</b>	
School Application Form	14
GTP Application Form	15
TGOP and RTP Application Form	16
School Audit Form 1: Head teacher/Leadership Team Review	17
School Audit Form 2: Analysing Training Needs of the Employment Based Trainer	18
School Audit Form 3: Analysing Subject Mentor Readiness to Support the Trainee	19
School Audit Form 4: Action Plan	20
School Audit Form 5: Reasons for Applying and Analysing School's Experience of GRTP	21

<b>Appendix</b>	
Roles and Responsibilities	22-24

# Introduction to Employment Based Initial Teacher Training

## Welcome and Introduction

I would like to take this opportunity to welcome you to the Graduate and Registered Teacher Programmes (GRTP), Employment Based Initial Teacher Training routes (EBITT). This summary guidance material aims to support schools in making an important strategic decision to participate in employment based initial teacher training. We offer a wide range of employment based initial teacher training routes, which can appear quite complex. We do hope that one of our Programmes will fit your specific needs. (See page 5 for details about different pathways).

Owing to the popularity of our Programmes, we do expect demand to exceed the number of places allocated by the Training and Development Agency for Schools (TDA). At the moment of updating this information pack, we do not know what our allocation will be for September 2012. Following the Department for Education's review of the demand for new teachers, the TDA will be in a position to agree budgets and will inform all providers of Initial Teacher Education of their allocated places. We hope to have this information by February 2012. It is within this context of uncertainty that any offers will be "conditional" subject to Government allocations of funding.

Once a school has been offered a place on this particular Programme, they will then set about selecting and recruiting a suitable candidate for the University to interview. Another very important change for all September 2012 trainee entrants, they MUST apply initially through the "new" central GTP Portal on the TDA website [www.tda.gov.uk/get-into-teaching/teacher-training-options/gtp](http://www.tda.gov.uk/get-into-teaching/teacher-training-options/gtp)

Applicants will be informed of schools that have been allocated places to deliver the GRTP at Canterbury Christ Church University through our website [www.canterbury.ac.uk/education/ebr](http://www.canterbury.ac.uk/education/ebr)

Schools can only interview and select applicants for the GRTP who have applied through the central portal. Applicants will be able to send schools a copy of their GRTP application form. Once a school has made their choice, they must return all completed documents to the GRTP Administration Team.

Schools must be aware that we will allocate places on a first come first served basis. Schools who recruit late may well find that all the places have been filled and therefore we will not be able to offer their candidate a place on the Programme for a September 2012 start.

Following a review of our applications process last year by a group of school leaders we have made only small changes to systems which have previously operated very successfully. Thank you for your ongoing support.

Please note, that one of our Programme Management Team will be very happy to discuss any questions or concerns in relation to making an application to the Programme. Please contact the GRTP office at [education.grtp@canterbury.ac.uk](mailto:education.grtp@canterbury.ac.uk), tel. 01227 782727 or email the Programme Director [dave.bubb@canterbury.ac.uk](mailto:dave.bubb@canterbury.ac.uk)

## **Employment Based Initial Teacher Training**

The distinctive nature of an employment based route into teaching is that the trainee is employed by the school as a member of staff and also follows a training programme agreed in conjunction with the University. As a minimum, 60 days of training must be identified, not including teaching. The school undertakes to deliver an Individual Training Plan which meets both individual needs enabling a trainee to meet all the Standards for QTS and complies with the Statutory Requirements for Initial Teacher Training (ITT) (see [www.tda.gov.uk/qts](http://www.tda.gov.uk/qts) for full details). Individual Training Plans are formulated to meet individual trainee's needs, which can be hugely different depending on which programme they are following.

Any ITT Programme has to comply with a nationally agreed set of Standards and Requirements. Through partnership with Canterbury Christ Church University, schools undertake to deliver a comprehensive programme of school based training. The University validated Graduate and Registered Teacher Programmes include compulsory centre based training days which serve to enrich school based training. Schools take on a significantly greater commitment as the provider of the training than in the PGCE or BA Education Programmes. There will be resource implications in terms of staff training time, which must be scoped prior to making an application for an employment based initial teacher training place. Please see the attached appendix for details of Roles and Responsibilities (page 22 – 24)

The role of the University is to provide a structure, generic training and quality assurance procedures that support the school in its training role. The University works with the school to endorse the school based training provided. The University is responsible for confirming the final recommendation for Qualified Teacher Status (QTS). Trainees on the Graduate Teacher Programme can choose to follow an additional course leading to the award of Masters Level credits.

The University and its partnership schools have to ensure that training provided can be considered of the highest quality. The University has responsibility for ensuring the rigour of the training and works in collaboration with all stakeholders to this end.

Internal and external monitoring and moderation of the training provision takes place throughout the training period. In addition, the Programme will be subject to External Examination and Ofsted inspection. Roles and responsibilities are outlined in the appendix to this document.

### **The Partnership Agreement and the Memorandum of Agreement (R3.1)**

For all schools working in partnership with the Faculty of Education (regardless of programme, i.e. PGCE or Employment Based Route) a Partnership Agreement is signed. This sets out the detailed commitment of the school and the University Faculty of Education.

Whenever a school sets up in partnership with a Higher Education Provider the partners sign up to a Memorandum of Agreement, which sets out the terms and conditions that apply during the period of training.

The University acts as a conduit for the funding attached to the scheme. Funding, either a salary and training grant (GTP), or training grant only (TGOP and RTP), is paid to the school in accordance with the requirements of each Programme. Please see page 5 for further advice and guidance regarding the award of salary grants. Please note that salary grants are ONLY awarded for the Graduate Teacher Programme for which the trainee MUST be employed as a **supernumerary** teacher.

### **Equality and Diversity (Requirement 2.1, 2.5 and 3.3)**

The University must ensure that procedures for recruitment, selection, training and assessment are fair, enabling all those who have the potential, to achieve QTS. Currently the teaching workforce is not representative of society as a whole, and all providers of ITT must ensure that their recruitment practice positively promotes equality of access to ITT for underrepresented groups, namely men into Primary teaching, black and minority ethnic groups and the disabled.

## **Employment Rights of Trainees on the Graduate and Registered Teacher Programmes**

Trainees on an Employment Based Initial Teacher Training Programme have the same rights as other employees, based upon the terms of their fixed-term contract of employment.

The Department for Education (DfE) stipulates that trainees must be paid on either the qualified or unqualified teacher pay scale, but it is for individual employers to set employment terms and conditions, bearing in mind any requirements imposed by the School Teachers' Pay and Conditions Document. Please note that the Salary Grant DOES NOT meet the full cost of employing a supernumerary trainee on the GTP EBITT Programme. Schools will need to be able to meet the difference between the salary grant and the nationally agreed remuneration of the teachers' pay scale.

Local Authorities and schools have their own standard employment contracts for different types of teacher. Some changes may need to be incorporated into these for trainee teachers for whom the school has entered into both a contract of employment and a training contract with the University.

Where a fixed term 12-month contract is offered, there needs to be provision for the term to be extended in the event that the trainee takes longer than anticipated (i.e. more than 12 months) to achieve QTS. In either case there might also need to be a break clause allowing the contract to be terminated if the trainee withdraws from the training programme or fails to make suitable progress towards QTS. These are all matters for individual employers to consider with their human resource advisers.

It should be noted that an employee on a fixed-term contract has significant employment rights. Non-renewal of a fixed-term contract can amount to a constructive dismissal. Also, fixed-term employees are entitled to be treated no less favourably than comparable permanent employees. These are complex areas of employment law and the TDA suggests that schools and LAs should consult their lawyers for more detailed advice on matters such as these.

Should you decide to apply for a place on the GRTP, you can expect a very strong collaborative relationship with the GRTP team and opportunities to work in partnership with other schools in your Area. With over 50% of trainees on this Programme continuing to work in their base training school having achieved QTS, for many schools, this Programme is an excellent way to recruit staff. We have a strong commitment to workforce development and many of our trainees come to the Programme having worked in other (non-teaching) roles in schools. The trainees on our Programme are hugely committed, hardworking and driven to achieving the highest possible standards, with more than 94% achieving "Good" or "Outstanding" in their end of Programme final assessment. This level of attainment is only possible because of the strength of our partnership with schools.

Dave Bubb  
Programme Director  
October 2011

## Employment Based Initial Teacher Training Programme Descriptions

We offer a wide range of Employment Based Initial Teacher Training Programmes and when making an application schools need to ensure that they take careful note of specific requirements for each pathway. Please contact the GRTP office with any queries concerning this.

Failure to comply with specific Programme requirements may result in the University terminating a training contract with the school and/or trainee.

We would like to draw all schools' attention to the REQUIREMENT for schools to employ trainees on the Supernumerary Programme as ADDITIONAL teachers (without a timetabled teaching commitment).

### **GTP Secondary Salary and Training Grant Programme**

Trainees on this programme are employed as **supernumerary** i.e. as an additional member of staff and cannot be timetabled to cover a staffing vacancy or a support staff timetable. It is on this agreement that the TDA allocation of a salary and training grant towards the cost of the supernumerary programme is allocated to a school, (in 2010-2011 this was £13,500.00 for the salary grant in Kent, £16,000.00 for outer London, £17,000.00 for inner London and £14,400.00 for fringe areas, all determined by school postcode, with an additional £600.00 for the training grant for all local authority schools.)

Independent schools are not eligible for funding from the TDA and will be invoiced separately by CCCU (currently for £4,500.00). However, all self funded places **MUST** meet the Programme entry requirements (i.e. trainees **MUST** be employed as supernumerary teachers). Those making an application for a **supernumerary training place** should ensure that the trainee **DOES NOT** fill an existing vacancy.

**Failure to comply with this requirement will result in the Salary Grant NOT being paid, and the school will be deemed to have breached its contract with both the University and the trainee.**

### **GTP Training Grant Only Programme (TGOP)**

The Training Grant Only Programme is designed to support those who have significant teaching experience but do not have Qualified Teacher Status. Thus this Programme supports unqualified teachers who have a post compulsory teaching qualification or who have significant experience working in this sector, but who now wish to teach in a school, or those who may have taught in the independent sector. Please note, we are only allocated training grants for "priority" subjects and schools who wish to apply for this Programme in the non-priority subjects will have to self fund (currently for £4,500.00). This Programme is limited to 30 places per cohort. Independent schools are not entitled to any TDA funding. Currently, a training grant of £600.00 is paid to all eligible schools.

### **Registered Teacher Programme (RTP)**

The Registered Teacher Programme is designed to support those who have not completed their degree but have been awarded 240 credits. RTP trainees must be registered on a degree programme to top up their 240 credits to the award of degree (a further 120 credits) while working towards Qualified Teacher Status (QTS). Trainees on this two year programme are employed as **unqualified teachers** filling a vacancy in a school (NOT as Teaching Assistants). There is no grant towards meeting the salary costs. All local authority schools receive a grant towards training (currently £600.00) and the cost of the trainees' 'top-up' 120 credit programme is paid by the University.

### **Overseas Trained Teachers Programme (OTTP)**

The TDA also allocates a small number of places to support Overseas Trained Teachers (i.e. those with a recognised teaching qualification from overseas and a licence / registration) to achieve QTS. **Please contact the GRTP admin desk for an OTTP application pack.**

### **Assessment Only Route (AOR)**

Unqualified teachers with considerable teaching experience may consider applying for an assessment only programme which can be completed in as little as six weeks. Please contact Heather Howe at [heather.howe@canterbury.ac.uk](mailto:heather.howe@canterbury.ac.uk)

## Time Lines

<b>September 2012: GTP All Subjects – Supernumerary Programme</b>	
Letters sent out to schools advising of opportunities to apply for GRTP	November 2011
Information and Application Packs available from GRTP website <a href="http://www.canterbury.ac.uk/education/ebr">www.canterbury.ac.uk/education/ebr</a>	November 1 <sup>st</sup> 2011
Schools return their applications ( <b>CLOSING DATE FOR SALARY GRANT APPLICATIONS 16<sup>th</sup> December 2011</b> )	16 <sup>th</sup> December 2011
Panel meets to review applications and allocate training places	January 2012
Schools informed of their allocation and sent GRTP Documents	End of January 2012
Schools advertise and interview and return Required Information Form	February 2012 onwards
University group interviews Confirmations sent to schools	February – June 2012
Orientation and Induction Day for Sept 2012 starters	3 July 2012
Catch Up Orientation and Induction Day for Sept 11 starters**	September 2012**

**\*\*This is offered *only to those that are genuinely unable to attend their designated day.* BUT by giving early notice of dates, we anticipate schools and trainees will have sufficient time to put in place the necessary personal arrangements.**

<b>September 2012: Training Grant Only Programme and Registered Teacher Programme</b>	
Letters sent out to schools advising of opportunities to apply for GRTP	November 2011
Information and Application Packs available from GRTP website <a href="http://www.canterbury.ac.uk/education/ebr">www.canterbury.ac.uk/education/ebr</a>	November 1 <sup>st</sup> 2011
Training Grant Only and Registered Teacher Programme Applications will remain “open” UNTIL all places have been allocated. Places are allocated on a first come first served basis.	Ongoing
GRTP Management Team allocates training places. Schools advised asap after allocations are agreed	Ongoing
Schools return RIF to GRTP and interviews held thereafter	Ongoing
Orientation and Induction 1 – 4 pm Trainee and Mentor or EBT	July 2012 for September 2012 start

**Where schools/applicants meet entry requirements BUT there are not funded places available, self-funded places will be offered (the cost is currently £4,500.00 per applicant)**

**Places will be offered on a first come first served basis.**

## Secondary Subjects Offered as Training Places 2012– 2013

Please refer to the below table for a summary of subjects in which we are able to support trainees. Where subjects are not offered this is because we are not able to provide subject days.

Subjects Offered	
Shortage Subjects	Non-Shortage Subjects
Design and Technology (inc Food Technology) (D&T)	Art
Information, Communication and Technology (ICT)	Business Studies*
Mathematics	Citizenship
Modern Foreign Languages (MFL)	Physical Education (PE)
Music	English
Religious Education (RE)	Geography
Science	History
	Leisure and Tourism 14-19*
	Health and Social Care 14-19*
	Psychology 14-19*
Subjects Not Offered	
Classics	Media Studies
Drama	Law
Economics	Dance
Humanities	Social Science

\* Please note, trainees **MUST** be able to teach this subject in both KS4 and KS5 in their training school to be eligible for the Programme.

## Making an Application

Schools are invited to complete an application for training places, including the detailed AUDITS, setting out their particular subject training place requests. The University will allocate training places to schools informed by the self evaluation evidence supplied by the school.

Please note however, that places on the GRTP will be filled on a first come first served basis, and the allocation of a training place DOES NOT GUARANTEE any school/trainee with a place on the Programme.

Schools will be advised of their allocation and will receive documentation, including Initial Subject Knowledge Audits and the Required Information Forms which must be completed in full and returned to the GRTP Administration Desk.

**Before making an application for a training place on this Employment Based Initial Teacher Training Programme, a school will need to ensure that they have both the capacity and commitment necessitated by the demands of becoming the training provider.**

In order to support schools in coming to the important decision to deliver EBITT, a member of the Graduate and Registered Teacher Programme Management Team will contact Head Teachers of schools new to the Programme to discuss further the Requirements and the specific demands that will be made of them as the training school.

### **Undertaking a School ITE Audit**

This Audit is an essential part of the annual school self review process and is one of the key documents in supporting the Programme Management Team's decision-making process for allocating Employment Based Initial Teacher Training places.

The AUDIT consists of the following:-

- School Self Review of Initial Teacher Education Practice
- Analysing training needs of the Employment Based Trainer (EBT)
- Analysing subject mentor readiness to support the trainee
- Action Plan
- Reasons for applying and analysing school's experience of GRTP

**All schools must have a policy in place for Initial Teacher Education, a copy of which must be made available to the GRTP, along with copies of the five parts of the Audit which are submitted as part of the school's application. Failure to complete the Audit and return each component may impact on the allocation of a training place (particularly in the current situation where demand exceeds supply).**

### **Whole School Commitment: Informing Staff, Governors, Pupils and Parents/Carers**

As you embark on Employment Based Initial Teacher Training, Headteachers and Leadership Teams will have to liaise with the personnel who will be closely involved in supporting the trainee, but also with the whole school staff. In the most successful school based training contexts, it is evident that the whole school workforce has made a commitment to supporting and embracing employment based training.

### **Key Personnel**

**Employment Based Trainer (EBT):** an experienced mentor who is prepared to take on the role, to manage and quality assure the school's training and be the main point of contact with the GRTP.

**Subject Mentor:** an experienced subject teacher, who has demonstrated strong classroom practice and expressed a commitment to supporting the training of a beginner teacher on an employment based initial teacher training programme. **The explicit commitment of the subject mentor is absolutely essential for the successful outcome of EBITT.**

If the training programme is to be successful in your school, it is essential that you and the leadership team give the greatest consideration as to who will be approached to take on the key training roles of EBT and subject mentor. They will need flexibility in their teaching commitments so that time can be devoted to their roles and they are given the appropriate timetable release to carry out their role effectively. The roles may be viewed in terms of professional development and could be linked to performance management.

At all stages, it needs to be emphasised that some of the time commitment will need to be undertaken outside the normal timetable arrangements but observations, feedback and review meetings need to be allowed for within the timetable. In making the final allocation of training places on the Employment Based Route, the GRTP will scrutinise the school's declared capacity to meet this commitment.

### Criteria informing allocation of GTP salary grant training places

The demand for GTP training places for September 2012 is expected to be even greater than last year, generating a highly competitive market. In order to allocate training places to schools careful attention will be paid to the Self Audit. When completing the AUDITS please be mindful of the school selection criteria.

School can demonstrate strength in relation to
<p><b>Commitment to Initial Teacher Education (ITT):</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a strong commitment to Initial Teacher Education, working in partnership with the Faculty of Education to support ITE</li> <li>• Demonstrates a clear understanding of the demands of EBITT</li> <li>• Has strong partnership with CCCU GRTP, having recruited and trained high calibre trainees</li> <li>• Has been successful in providing quality GRTP training within the last two years, enabling trainees to reach their full potential</li> </ul>
<p><b>Capacity to provide employment based training:</b></p> <ul style="list-style-type: none"> <li>• Has trained Employment Based Trainers (EBTs) and/or subject mentors in the school</li> <li>• Has EBTs/subject mentors who have attended training sessions and GRTP area meetings regularly and recently</li> <li>• Demonstrates understanding of the requirement to devise a school based training programme for professional studies and subject knowledge development</li> <li>• Is a school with the capacity to support trainees, drawing upon the expertise of a strong teaching team</li> <li>• Is able to demonstrate excellent practice, which has been recognised by an outside agency (e.g. Ofsted)</li> <li>• Is willing to share expertise with other GRTP training schools in area</li> </ul>
<p><b>Recruitment:</b></p> <ul style="list-style-type: none"> <li>• Has a rigorous graduate teacher trainee recruitment procedure in place</li> <li>• Commitment to widening participation and supporting the recruitment of those currently underrepresented in the teaching workforce</li> </ul>

## Recruitment and Selection of Trainees

The recruitment and selection of trainees needs to take account of the many variables contributing to successful outcomes in terms of training beginner teachers who can achieve the highest levels of attainment on the award of QTS. Schools recruit and select trainees who will then be interviewed by the University as part of the overall process. Please note, schools must make it transparent to their candidates that their place on the GRTP is not confirmed until the University interview has recommended them for a place.

Trainees must be able to demonstrate the personal qualities for excellent classroom practitioners who are likely to succeed by following an Employment Based Initial Teacher Training Programme. Experience shows us that those mostly likely to find EBITT the best route to gain QTS have prior experience working in schools. However, this does not exclude those who are seeking to make a career change.

The GRTP is committed to supporting groups underrepresented in the teaching profession, particularly men into primary schools, and black and minority ethnic applicants and those with disabilities. Schools are encouraged to contact the Programme Director, Dave Bubb, for guidance in supporting applicants from these groups.

### Qualification requirements for ITE

Programme	Qualification	Notes
GTP, TGOP, OTTP	Degree	A degree in the subject they are training to teach OR the capacity to demonstrate the required depth and breadth of subject knowledge. For applicants who do not have a degree in the subject, schools should discuss this directly with the Programme Director. An honours degree, class 2:2 or above will usually be required.
RTP	240 credits	Minimum of 240 credits towards a degree and enrolment onto a top up course to award a degree by the end of the RTP
GTP, TGOP, OTTP and RTP	GCSE Maths or equivalent at grade C or above	The University offers Equivalence Tests in English and maths for candidates who do not have a GCSE at grade C or above
GTP, TGOP, OTTP and RTP	GCSE English Language or equivalent at grade C or above	
GTP, TGOP, OTTP and RTP	NARIC	All overseas qualifications must be supported by a NARIC letter endorsing equivalence with UK qualifications

### School interviews

The GRTP expects that all schools will shortlist and interview several potential trainees for their training places. In addition to the interview itself, candidates should be observed in a classroom setting, for example in supporting a group activity. Many schools require candidates to spend some time in the school, to get a "taste" of the reality of school life, particularly important for those coming into education from other industries. **PLEASE NOTE THAT NEW FOR SEPTEMBER 2012, ALL APPLICANTS MUST INITIALLY APPLY THROUGH THE TDA GRTP APPLICATION PORTAL [www.tda.gov.uk/get-into-teaching/teacher-training-options/gtp](http://www.tda.gov.uk/get-into-teaching/teacher-training-options/gtp)**

## **Required Attributes for Teachers**

Teacher development is not simply the acquisition of individual skills or the cumulative meeting of individual standards. Holistic professional development arises from a synthesis of experience gained in the professional context, which is underpinned by the teacher's own professional and personal attitudes and values. All judgements, therefore, about a trainee's suitability for teaching, or progress at any stage of the programme should take account of the five categories of professional values listed below.

### **(i) Professional Attitudes**

A teacher needs to be a person who:

- Likes and cares for children and seeks to promote the development of the whole child
- Is enthusiastic about teaching and is committed to the value of the educational process
- Believes in the promotion of equal opportunities, recognising differences occasioned by race, religion, sex, class or disability but adopting non-discriminatory policies in all these respects
- Accepts the role of the parents in the educational process
- Possesses high professional standards.

### **(ii) Professional Development**

A teacher needs to be a person who:

- Takes the initiative, is pro-active and is capable of both working in a team and being independent
- Engages in self-appraisal and critical evaluation of his or her work
- Engages in professional development both as an individual and through working constructively and in a spirit of collegiality with others in the professional context
- Keeps up to date with relevant aspects of his or her subject(s)
- Is open to the possibilities of change and innovation.

### **(iii) Personal Development**

A teacher needs to be a person who:

- Has a lively mind and a range of cultural, intellectual and other interests
- Has self-confidence arising from the ability to give a reasoned justification for actions
- Is enthusiastic and shows a willingness to learn
- Shows perceptiveness and insight.

### **(iv) Communications and Relationships**

A teacher needs to be a person who:

- Is able to communicate effectively
- Is able to establish and maintain constructive relationships with children, colleagues, parents and others; and is sensitive to the emotional dimension of interaction with children and others.

### **(v) Synthesis and Application**

A teacher needs to be a person who:

- Can implement, plan, manage, organise and evaluate to ensure learning
- Can integrate a wide range of knowledge and skills and balance concurrent priorities
- Can apply knowledge and skills appropriately and effectively in practical situations.

It is, of course, recognised that the qualities listed above are not fixed and rigid but developmental. Questions asked at interview and observation of candidates in the classroom should seek to confirm that the applicant shows or has the potential to show these qualities in training and in their early experience as a teacher.



## School Application Form

PLEASE COMPLETE IN **BLOCK CAPITALS** AND RETURN.  
**DEADLINE – December 16th 2011 for GTP Salary Grant Programme**

<b>School Name</b>				
<b>School Address</b>		<b>Telephone Number</b>		
<b>Head Teacher Name</b>		<b>Head Teacher Email</b>		
<b>EBT Name</b>			<b>EBT Email</b>	
<b>EBT Position in School</b>	<b>Is the EBT a Member of Leadership Team?</b>	<b>EBT's Length of Service in Teaching</b>	<b>EBT's Length of Experience in Mentoring</b>	<b>Dates EBT Attended Training Sessions</b>
	Yes <input type="checkbox"/> No <input type="checkbox"/>			

**Head Teacher's Signature** ..... **Date**.....

## Graduate Teacher Programme Application (Supernumerary, Salary and Training Grant)

**PLEASE COMPLETE IN BLOCK CAPITALS AND RETURN  
DEADLINE: RETURN NO LATER December 16<sup>th</sup> 2011 TO GRTP ADMIN DESK**

	Subject	Number of places	Subject Mentor Name	Mentor's Position in School ( e.g. Head of Dept, AST etc)	Mentor's Length of Service in Teaching	Mentor's Length of Experience in Mentoring
Priority 1						
Priority 2						
Priority 3						
Priority 4						
Priority 5						
Priority 6						

Schools are requested to list in order of PREFERENCE the GTP Salary Grant Places that they would like to apply for (Please note that PE is currently limited to 24 trainees (2010-11 we received 50+ applications and English is currently limited to 24 places (2010-2011 we received 50+ applications)

**SECONDARY:  
Training Graduate Only Programme  
and Registered Teacher Programme Application**

**PLEASE COMPLETE IN BLOCK CAPITALS**

**DEADLINE:** We will continue to accept applications UNTIL all places have been allocated.

	Trainee's Name	Subject	TGO OR RTP?	Nature of appropriate experience (this is significant information for the ARB in determining the appropriateness of the Training Grant Only Programme)	Subject Mentor Name	Position in School (e.g. Head of Dept, AST)	Mentoring Experience (e.g. PGCE, NQT) or qualification (e.g. Regional Mentoring Standards)
1							
2							
3							

**Please note Training Grant Only training places will be allocated on a first come first served basis.**

## School Audit and Self Review Forms 1 - 5

The following Audit and Self Review documents **MUST** be completed fully by all schools applying for Employment Based Initial Teacher Training places.

The process of auditing will support schools in action planning to prepare to deliver EBITT. The information provided is used by the GRTP to inform their allocation of training places.

**PLEASE COMPLETE FULLY AND RETAIN A COPY FOR YOUR OWN RECORDS**

### School Audit and Self Review Form 1: Headteacher/Leadership Team Review

Questions to be Considered	Yes	No	Action
Do you have a school policy for initial teacher education (ITE)?			
Has your commitment to ITE and employment based training been discussed and agreed by the School Governors?			
Are all members of your leadership team familiar with the requirements of employment based training?			
Are all members of the school consulted on your commitment to employment based training?			
Have you developed whole school strategies for ITE?			
Are any parts of your staff development days used to address issues of ITE development?			
Does the school have procedures that prepare the staff to take on the role of mentoring?			
Is there a 'role description' for staff invited to consider taking on the role of Employment Based Trainer for employment based trainees?			
Does the school provide in-school training for Employment Based Trainers and mentors and opportunities for staff subject knowledge to be updated?			
Please specify how much time is allocated to enable the Employment Based Trainer and supporting subject mentors to be released from their timetable commitment to carry out their roles?			
Have you discussed this Self Review with the EBT?			

**Head Teacher Signature .....**

## School Audit and Self Review Form 2: Analysing training needs of the Employment Based Trainer (EBT)

Name of EBT ..... Email Address .....

Questions to be Considered	Yes / No	Questions Raised	Action (if needed)
Are you a member of the school leadership team?		If not, what can you put in place to ensure that the leadership team are fully informed and involved with the school's training programme?	
How often will you meet with the HT to discuss the progress of trainees employed in your school?		We recommend that you should meet with the HT formally every term to address this requirement	
Have you discussed your timetable commitment with the HT?		If not, do not proceed until you have negotiated enough time to be available for you to fulfil the EBT role	
Have you acted as an EBT (or school mentor) before?		If you have no experience what training needs do you have and how could these be met?	
Have you reflected on the qualities and skills you bring to the role?		What training needs do you have and how will these be addressed?	
Have you got quality assurance processes in place to ensure that the school delivers high quality EBITT?		What further action is required here?	
How confident are you in your ability to guide subject leaders and mentors in their EBITT roles?		If not, arrange to discuss the requirements with your subject leaders/mentors/class teachers	
Have you organised training sessions for 'whole staff' needs with respect to initial teacher education?		The commitment to an employment based route is a whole school role. If "no", how will you plan to address this?	
Do you have a planned Professional and Subject Training Programme for trainees in your school?		What developments are needed?	
Do you have links with other schools which could support your EBITT?		What further links are needed?	
Will you and the subject mentor be involved with the interviewing of trainees before they are offered training places in your school?		It is in everyone's interest to make joint assessments with the University on the suitability of applicants for initial teacher education when interviewing. Evaluations have indicated that subject leaders/mentors should be involved in the selection process.	
Will you be able to commit to yourself and subject mentors attending regular training provided by the GRTP?			
Have you put into place planned timetable time (not after school lunch hour) for subject mentors to meet formally with the trainee?			

Signed EBT .....

**School Audit and Self Review Form 3:  
Subject Mentor Evaluation and Analysis**

<b>Subject</b>	<b>Subject Mentor Name</b>	<b>Subject Mentor E-mail Address</b>	<b>Approached/ Agreed lead Subject EBITT</b>	<b>Attended EBITT Mentor Training (insert date)</b>
Art				
Business Studies				
Citizenship				
Design Technology				
Design Technology/ FOOD				
English				
Geography				
Health and Social Care				
History				
ICT				
Leisure and Tourism				
Mathematics				
Modern Foreign Languages				
Music				
Physical Education				
Psychology				
Religious Education				
Science				

## School Audit and Self Review Form 4: Action Plan

Following your School's Audit and Self Review, identify any key action points to be addressed in the year ahead and outline below.

Key Issue from Audit	Action	Responsibility	Success Criteria	By When
<i>E.g. REVIEW AND REVISE SCHOOL'S ITE POLICY</i>	<i>Present at Governors meeting regarding our involvement with EBITT</i>	<i>Head Teacher and Employment Based Trainer</i>	<i>All Governors aware of ITE Policy</i>	<i>July 2012</i>
1.				
2.				
3.				
4.				

Signed.....

Employment Based Trainer

Signed.....

Head Teacher

Each School is allocated an Area Team Leader, who will meet with the EBT to discuss this Action Plan as part of the ongoing support to schools and our commitment to development of EBITT.

## School's Audit and Self Review Form 5

Has the school supported GRTP trainees in the past?	
Was this through CCCU? (If not, please state which Provider)	
When was this?	
Please set out your school's strengths in relation to your application for Employment Based Initial Teacher Training Places. (Please refer to the criteria detailed on page 10).	
Please cite external evaluations to support the application (e.g. specialist school status, school achievement awards, recognition by other of excellence (local authority, Ofsted)).	
Application Forms and Self Audit Forms should be completed in full and returned to the GRTP Office, NO LATER THAN 16 <sup>th</sup> December 2011 for GTP and as soon as possible for TGOP and RTP as places are allocated on a first come first served basis.	
Return to: GRTP Office, Faculty of Education, Canterbury Christ Church University, North Holmes Campus, Canterbury, Kent CT1 1QU	

## Appendix: Roles and Responsibilities

The following tables are part of the Partnership Agreement which the schools and Canterbury Christ Church University sign once a GRTP place has been agreed.

Canterbury Christ Church University Accredited Recommending Body	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To work in partnership with schools to prepare Trainees for the recommendation of Qualified Teacher Status</li> <li>• To provide support and training for Employment Based Trainers, Subject Mentors and University Tutors</li> <li>• To monitor schools' training provision and the progress of Trainees to ensure consistency of quality</li> <li>• To make the recommendation for Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• To check the qualifications and suitability of potential Trainees for the Graduate and Registered Teacher programmes</li> <li>• To ensure that an agreed Individual Training Plan is appropriate, supported and completed</li> <li>• To monitor the quality of training provided, ensuring that the Trainee is provided with regular feedback, monitoring and assessment procedures</li> <li>• To provide professional support for Trainees through Programme induction, professional learning and subject knowledge enrichment sessions</li> <li>• To convene training sessions for EBTs, Subject Mentors (Secondary) and University Tutors to ensure consistency of approach</li> <li>• At the conclusion of the training period, to carry out a Final Assessment and make a recommendation for Qualified Teacher Status</li> <li>• Following the recommendation for Qualified Teacher Status, to secure the formal arrangements for the Trainee's recognition as a qualified teacher</li> <li>• To support the preparation of, and to endorse, the Career Entry and Development Profile during the last term of training</li> </ul>
<b>Director of Employment Based Routes: Graduate and Registered Teacher Programmes</b>	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To provide overall day to day and strategic management of the GRTP Programmes</li> <li>• To provide day to day and strategic management for the Primary and Secondary Programmes</li> <li>• To provide leadership to all members of the Programme Team</li> </ul>	<ul style="list-style-type: none"> <li>• To manage the day to day operation of the Programme</li> <li>• To ensure that the programme provides high quality, cost effective training</li> <li>• To lead and facilitate programme development to meet the changing needs and requirements of Employment Based Training</li> <li>• To monitor the progress of trainees in relation to meeting the Standards for Qualified Teacher Status</li> <li>• To liaise with the Director of Student Support and Director of Careers and Student Development over trainees' issues</li> <li>• Facilitating and responding to feedback from all relevant external agencies</li> <li>• To be responsible for quality management and to prepare an annual quality monitoring and enhancement report</li> <li>• To advise on marketing and information requirements related to the programme</li> <li>• To oversee and quality assure assessment procedures</li> <li>• To ensure procedures are in place to provide Trainees with a high quality employment based training placement</li> <li>• To consult with all members of the programme team and EBT'S</li> </ul>
<b>Primary Programme Co-ordinator</b>	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To provide day to day and strategic management for the Primary Programme working in collaboration with the Director of Employment Based Routes: - Graduate and Registered Teacher Programmes</li> </ul>	<ul style="list-style-type: none"> <li>• To manage all day to day aspects of the Primary Programme</li> <li>• Responsible for monitoring quality of Primary Programmes and the Primary Programme Quality Monitoring and Enhancement Report</li> <li>• To liaise with and work in collaboration with the Director of Employment Based Routes:- Graduate and Registered Teacher Programme to ensure consistency of provision across the secondary and primary provision</li> <li>• To have a Team Leader role</li> </ul>
<b>Team Leader</b>	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To oversee training provision in a specified geographical region, liaising with University Tutors to monitor the consistency of training provision, and to intervene when schools or</li> </ul>	<ul style="list-style-type: none"> <li>• To provide training and support for University Tutors and EBTs</li> <li>• To provide an induction into the requirements of the Programme for Trainees and supplementary professional learning and subject knowledge enrichment sessions</li> <li>• To keep EBTs informed about developments in the programme which relate to the school's responsibilities</li> </ul>

<p>Trainees need further support to meet the requirements of the Programme.</p> <ul style="list-style-type: none"> <li>To complement the professional training programme provided by schools and to encourage a collegiate approach to training where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>To liaise with University Tutors and EBTs in situations where school or Trainee presents any areas of concern</li> <li>To oversee a regional group of schools, Trainees and University Tutors to ensure consistency of provision</li> <li>To lead on University Tutor training</li> <li>To provide continuous quality assurance for the programme</li> <li>To endorse the recommendation for QTS</li> </ul>
<p>University Tutor</p>	
<p><i>Role</i></p>	<p><i>Responsibilities</i></p>
<ul style="list-style-type: none"> <li>To represent the University in the monitoring of the employment based training programmes and in the formative and summative assessment of Trainees</li> </ul>	<ul style="list-style-type: none"> <li>To work with the school's Employment Based Trainer (EBT), supervising class teachers, subject mentors and Trainees, with planning, contributing to and supporting the training programme</li> <li>To visit Trainees by appointment to undertake lesson observations and engage in professional dialogue, monitor the development of the Professional Portfolio, provide professional and pastoral support, and to monitor their progress</li> <li>To communicate with Employment Based Trainers and Team Leaders concerning the progress, assessment and well-being of Trainees</li> <li>To provide continuous quality assurance for the programme</li> <li>To participate in training and development led by Team Leaders</li> <li>To make the recommendation for the award of QTS, following a summative assessment of the Trainee</li> </ul>
<p>The School</p>	
<p><i>Role</i></p>	<p><i>Responsibilities</i></p>
<ul style="list-style-type: none"> <li>To employ the Trainee as an unqualified teacher and to appoint an Employment Based Trainer to co-ordinate school based ITE provision</li> <li>To provide employment based training as agreed in the Individual Training Plan, to enable the Trainee to be recommended for Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>To provide the Trainee with a suitable teaching timetable load within the recommended framework provided by the University</li> <li>To carry out formative assessment of the Trainee's professional development through lesson observations and reviews and monitoring the Portfolio</li> <li>To appoint a member of the Leadership Team to take on the role of the Employment Based Trainer (EBT) to co-ordinate the Trainee's ITE experience in school, and to provide appropriate subject knowledge support, with a recommended total time commitment from staff equivalent to 5% of a teacher's timetable</li> <li>To take any necessary action as an employer if the Trainee's performance as a teacher is unsatisfactory</li> <li>To ensure Trainees attend training provided by the University and the school</li> <li>To provide the Trainee with access to relevant e-learning resources as needed and with appropriate technical and skills support</li> <li>To provide a programme of generic professional training agreed with the University (possibly in collaboration with other schools in a consortium)</li> <li>To allow the Trainee to be released from teaching to attend all compulsory taught and subject days and further optional professional learning sessions</li> <li>To allow the EBT and class teacher to attend University training and development sessions</li> <li>To arrange for the Trainee to undertake their second school experience</li> <li>To inform the University if the Trainee ceases to be employed at the school</li> </ul>
<p>The Employment Based Trainer</p>	
<p><i>Role</i></p>	<p><i>Responsibilities</i></p>
<ul style="list-style-type: none"> <li>To facilitate and ensure that the Trainee has the necessary opportunities to enable them to meet the Standards for QTS</li> <li>To monitor the Trainee's progress and report to the University</li> </ul>	<ul style="list-style-type: none"> <li>To meet with the Trainee weekly as part of the planned programme of professional support</li> <li>To conduct a weekly meeting with the Trainee, planning and reviewing professional and subject knowledge development, and detailing this in the ITP</li> <li>To endorse a timetable that meets the requirements of the Programme and the development needs of the Trainee</li> <li>To undertake lesson observations, discussion and feedback and to arrange for other member of staff to support the Trainee in this way</li> <li>To maintain regular contact with the University Tutor and facilitate visits to the school</li> <li>To attend EBT meetings and training sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• To provide experiences in school which enable the Trainee to meet the expectations of the Standards for QTS</li> <li>• To liaise with the second school to ensure a quality training experience that meets the requirements of the Individual Training Plan</li> <li>• To arrange a minimum of 10 days' experience in an adjacent Key Stage (Primary)</li> <li>• To oversee progress and offer guidance and professional and pastoral support</li> <li>• To facilitate the help and support of Subject Leaders in the development of Trainee's subject knowledge</li> <li>• To arrange meetings with colleagues in the school and visits to other locations which will enable the Trainee to access information and experience needed to meet the Standards for QTS especially in respect of Subject Knowledge development where this cannot be provided by the school</li> <li>• To advise the Headteacher and/or school's senior managers about the progress of the Trainee</li> <li>• To support the Trainee when difficulties arise</li> <li>• To complete reviews of the Trainee's progress and return these to the University</li> <li>• To oversee the development of the Trainee's Portfolio, particularly the evidence they collate to demonstrate that they meet the Standards for QTS</li> <li>• To initiate the arrangements for completing the Career Entry and Development Profile and provide advice on the arrangements for the NQT year</li> </ul>
The Trainee	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To be employed as an unqualified teacher, undergo a Programme of training provided by the school as detailed in the ITP and to present themselves for assessment for recommendation for QTS</li> </ul>	<ul style="list-style-type: none"> <li>• To work as required as an employee of the school in which training takes place</li> <li>• To work under a contract supplied by the employer in accordance with the regulations laid out in the School Teachers Pay Review documents published annually</li> <li>• To fulfil the responsibilities of a teacher's duty of care</li> <li>• To undertake a series of Induction Tasks and observations as preparation for Needs Assessment</li> <li>• To complete an initial subject knowledge and ICT audit which must be reviewed and updated throughout the Programme</li> <li>• To teach a timetable that is progressively developed term by term but is no more than that of an NQT by the end of the Programme</li> <li>• To attend the 5 University Core Taught days and 10 subject knowledge enrichment days</li> <li>• To select and attend optional professional learning sessions as appropriate to identified needs</li> <li>• To plan all lessons to be taught, according to the requirements of the Programme and the school</li> <li>• To be a reflective practitioner, undertaking written evaluations throughout the training period and maintaining the ITP</li> <li>• To develop and maintain a Portfolio of Evidence to demonstrate that they meet all the QTS Standards</li> <li>• To take and pass the mandatory Skills Tests in Literacy, Numeracy and ICT</li> <li>• To present a Portfolio of Evidence at the conclusion of the training period</li> <li>• To maintain regular contact with Blackboard and undertake VLE learning experiences as required by the Programme</li> <li>• To understand that the training programme can be terminated if satisfactory progress is not achieved</li> </ul>
Teaching and Development Agency for Schools	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• On behalf of the DfCSF, to provide strategic monitoring of the contracted work of the Accredited Recommending Body</li> </ul>	<ul style="list-style-type: none"> <li>• To provide for the external evaluation of the Graduate and Registered Teacher Programme</li> <li>• To identify requirements and recommendations for the Graduate and Registered Teacher Programme through contractual arrangements, meetings and external evaluation</li> </ul>