



Llywodraeth Cymru
Welsh Government

Graduate Teacher Programme – policy and priorities statement academic year 2018/19

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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1. Overview

- 1.1 This document outlines the key requirements for the operation of Employment-based Teacher Training under the Graduate Teacher Programme (GTP) in Wales in the academic year 2018/19, and sets out the policy priorities and procedures to which employment-based ITET providers must have regard to in managing the delivery of the GTP.
- 1.2 The Employment-based Teacher Training Scheme 2015 (2015 No. 01) (“the 2015 Scheme) sets out the statutory requirements of the Graduate Teacher Programme (GTP), the Additional Training Graduate Programme (ATGP) and the Registered Teacher Programme (RTP), and the operation of these programmes in Wales. In 2018/19, the GTP will operate on the basis of the policy priorities and procedures detailed below. The RTP will not operate during academic year 2018/19, but will be reviewed as part of wider consideration of all alternative routes to gaining QTS being considered as part of the wider ITE reforms.
- 1.3 For 2018/19 the delivery and administration will rest with the accredited ITET Providers working in close collaboration with the Regional Consortia leads, to identify and meet specific recruitment needs and identifiable priority recruitment areas within their regions.

2. Status

- 2.1 This document sets out the policy priorities and procedures in Wales for the academic year 2018/19 for the GTP. It acts as a policy statement by the Welsh Government and sets out the numbers and categories of the GTP places available in 2018/19 and the level of grant funding available, including the salary and training grant attached to specific place types as required by paragraph 17 and 18 of the 2015 Scheme.

3. Places offered in 2018/19

- 3.1 For the academic year 2018/19 the following GTP places will be available to schools through application to the ITET centres for GTP training places commencing on or after 1 September 2018. Whilst the GTP is administered by the ITET Centres, the Centres will be required to work collaboratively with the Regional Consortia in order to identify and meet specific local recruitment needs and identifiable priority recruitment areas within their regions. The ITET Providers will confirm the applications that are approved to commence GTP programmes in September 2018.
 - (i) A maximum of 36 places (circa 12 per Centre) for maintained primary schools with a training grant of up to £4,500 towards training costs. We would anticipate that applications from

¹ To note that the places allocated to each Centre per category are indicative totals. It is anticipated that the virement of places between Centres and Regional Consortia will occur to maximise the take up of places.

candidates in this category will be supported by a degree in a subject which supports the seven areas of learning under the Foundation Phase or be linked to a core or non core related subject taught under Key Stage 2.²

- (ii) A maximum of 36 places (circa 12 per Centre) for secondary maintained schools to support new teachers training in secondary schools where a priority recruitment need has been identified within the region. Particular precedence must be given to designated priority subjects – mathematics, physics, chemistry, modern foreign languages, ICT/Computer Science and Welsh. These places will be supported with a training grant of up to £4,500 toward training costs and a salary grant contribution of up to £14,500. **It is expected that applications from candidates in this category will be supported by a degree with a minimum of at least 50% relevance to the specialist subject they wish to teach.**
- (iii) A number of unfunded places (circa 6 per Centre) to meet recruitment shortages and particular requirements for;
 - (a) Primary or secondary teachers with teaching qualifications obtained overseas (outside the EEA³ or Switzerland), but not QTS, who have been employed at a maintained school in Wales for at least a year.
 - (b) Individuals who have a Further Education (FE) teaching qualification, but not QTS, who have been employed at a maintained school for at least a year.
 - (c) Applicants wishing to train to teach a vocational subject in the delivery of the 14-19 local curriculum in maintained schools, where an urgent need for a qualified teacher has been identified. Dependent on the regional demand identified as part of the workforce planning, we would strongly recommend no more than 2 places per Centre are allocated to applicants under this category unless a strong case can be demonstrated for a local need. **These places may only be utilised for secondary subjects that are not available through QTS-bearing ITET courses at accredited ITET providers. In order to qualify under this category the vocational subject must be listed on the Database of Qualifications Wales (DAQW) and must account for more than 50% of the candidates overall teaching timetable.**

² Under Key Stage 2 the core subjects are mathematics, science, English or Welsh. The non core subjects are history, geography, IT, art and design, design and technology, music, physical education and Welsh as a second language.

³ The EEA comprises of the member states of the European Union, Norway, Iceland and Liechtenstein.

- (d) Training and salary grants will not be available for any places allocated under the unfunded category in categories (a) – (c) above. The ITET provider will need to recover all costs directly from the school.

4. Applications to the GTP

- 4.1 All applications must be made through an ITET Centre. ITET Centres will work with the Regional Consortia to utilise their regional knowledge and expertise in identifying the recruitment needs and priority recruitment areas within their regions to identify which applications to support under the GTP. The ITET Providers will set the deadline for receipt of applications and ensure that all necessary declarations and safeguarding checks have been undertaken. The ITET Centres will work with the Regional Consortia and schools in devising (where appropriate) and monitoring the trainees training plans which should specifically address the training requirements of the individual trainee and the appropriate length of the training plan. The ITET Providers will undertake the final assessment against the QTS Standards and notification to the Education Workforce Council.
- 4.2 The ITET Centres will be responsible for addressing enquiries about the application criteria including the compatibility of the degree qualifications of the applicant.
- 4.3 It is envisaged that the ITET Centres will work closely with the Regional Consortia to consider the number of places under each category that may be required, depending on the outcomes of the regional workforce planning that has been undertaken. Where demand may be increased within a region for a particular category within the total overall places permitted, ITET Centres may vire numbers between other ITET centres to meet this demand, provided that these are within the overall total number allocated to each category.
- 4.4 It should be noted that applications are particularly welcome from schools in the Welsh medium sector. In respect of the secondary places, particular precedence must be given when considering approval of programmes to those in the designated priority subjects – mathematics, physics, chemistry, modern foreign languages, Computer Sciences and Welsh – in order to support wider Welsh Government recruitment priorities.
- 4.5 There will not be a restriction on the maximum number of applications that any one school may submit during 2018/19, but ITET Centres and Regional Consortia will need to carefully consider both the impact on their overarching workforce modelling and on the school itself, of placing multiple GTP trainees within any one school.
- 4.6 A copy of this Statement will appear on the Welsh Government website, along with the contact details of the ITET centres involved in the GTP application process.

5. Availability of salary and training grants

- 5.1 Training grants in 2018/19 are available to ITET Centres providing training for the purposes of the GTP to meet in whole or in part the costs of training. Training grants are available only for the GTP places listed in paragraphs 3.1(i) and 3.1(ii).
- 5.2 The training grant will be paid by the Welsh Government to the ITET Centre, which will be responsible for providing that funding to the schools in question.
- 5.3 The training grant levels of £4,500 are based on a trainee training for a whole year, full time, at a school. Shorter programmes will be paid pro rata. Programmes where a trainee is employed part-time will be paid at an equivalent rate, pro rata. The Welsh Government may require an ITET Centre to return part or all of any training grant made available if the period of training is, for any reason, less than the period of training specified when the grant was made. The amount to be required to be returned for any grant made available will be any grant monies unutilised at the point the training ceased.
- 5.4 Salary grants in 2018/19 are available for maintained secondary schools operating GTP places. They represent a contribution towards the school's costs of employing individuals on those places. They are not intended to cover all the costs involved and are not a payment to the individual concerned. When considering which places to support in this category, particular precedence must be given to applications in the designated priority subjects – mathematics, physics, chemistry, modern foreign languages, Computer Science and Welsh - to support overarching Welsh Government recruitment priorities.
- 5.5 The salary grant levels of £14,500 are based on a trainee training for a whole year, full time at a school. Shorter programmes or programmes where a trainee is employed part-time will be paid pro rata.
- 5.6 The Welsh Government may require an ITET Centre to return part or all of any salary grant made available if the period of training is, for any reason, less than the period of training specified when the grant was made. The amount to be required to be returned for any salary grant made available will be proportionate to the percentage of the original training programme length not undertaken. In these circumstances ITET Centres would need to look to recover a matching amount from the schools in question.

6. Notes on duties of schools to employ trainees

- 6.1 All maintained schools that employ teachers on a GTP training place must pay the trainee a salary and any other costs as set out in the School Teachers' Pay and Conditions Document, be paid at point 1 or above on the unqualified teachers pay scale, and abide by any other employment

requirements and legislation currently in force. The schools and Consortia must commit to this on application.

- 6.2 The ITET Centres are required to check the employment status of all trainees on the programme before confirming approval of a training programme to ensure that the applicant is employed directly by the school. This requirement applies to all training places, whether grant funded or not. Approval of places should be withheld or withdrawn if this requirement is not met. Under no circumstances should self-funded applications be considered.
- 6.3 Whilst training, individuals will need additional support, guidance and well structured training programmes to enable them to meet the QTS Standards at the end of their training programme. Trainees working arrangements must afford them the opportunity to meet the QTS Standards and the requirements of the 2015 Scheme.
- 6.4 Schools must employ trainees that can teach subjects for which they are suitably qualified and which are taught as part of the national curriculum or to public examination level.

7. Requirements under the 2015 scheme

- 7.1 The statutory requirements for the provision of ITET courses at higher education institutions specify that each trainee teacher must have experience in at least two schools in their practical teaching placements. This is less straight forward in EBTT, where the trainee is a teacher employed by a school. However the use of other placement schools, for example, or time spent in schools within the cluster network of schools that has been formed, or the lead schools could be considered. Schools with a different socio-economic background to the training school, feeder primary or secondary schools, or any other school experience deemed appropriate by the lead school, or Consortia in collaboration with the ITET Provider, that would be beneficial to the trainee's overall development may also be appropriate. It is recommended that this period should be for a minimum of 10 days for maximum impact for the trainee.
- 7.2 In order to connect trainees with the wider ITET community, there is a requirement that specifies that a minimum amount of University-led training (10 days per year) should take place. This could be in a university setting or other setting that enables trainees to interact and meet with other employment-based trainees or mainstream ITET students. This would enable trainees, for example, to attend lectures alongside mainstream ITET students on pedagogy or subject enhancement matters or tutor led group sessions with other employment-based trainees.
- 7.3 There is a requirement that a minimum of 50 training days per year (pro rata) should be undertaken in a school setting, including placement in other school(s), in order to provide a clear separation from the trainee's teaching timetable.

8. Numeracy and literacy

- 8.1 ITET Centres should ensure that all trainees commencing a GTP have been assessed as having functional personal skills in literacy and numeracy applicable in a professional teaching context. The minimum entry requirements for entry to all ITET programmes, including all employment-based routes – are a GCSE Grade B or equivalent in mathematics and English.
- 8.2 ITET Centres should also ensure that the trainee's personal skills in literacy and numeracy are regularly and accurately assessed throughout the duration of their training programme. At the point that the trainee is assessed as having met the QTS Standards, confirmation should be made that the trainee continues to meet the standard stated in paragraph 8.1.
- 8.3 Schools, Consortia and ITET Centres should ensure that the trainees receive training in the teaching of numeracy and literacy, appropriate to the phase and subject being studied, and that this forms an integral part of the training programme.

9. Part-time training

- 9.1 In considering the training plan for a part-time trainee, schools, Consortia and ITET Centres should ensure that the trainee will be given opportunities to become as fully involved as a full-time trainee in all aspects of the work of the school. It is anticipated that Part time trainees will be able to gain as much classroom experience and other training as an equivalent full-timer.
- 9.2 It is unlikely that those working less than 60% of the school week, whatever their previous experience of teaching, could achieve QTS in the same period as those working full time. Applications may therefore be considered for longer programmes for part-time teachers.

10. Restrictions on undertaking the GTP

- 10.1 It is possible for a person to join the GTP as a special needs teacher in exceptional circumstances. In determining whether a GTP application from a special needs school can be considered, the ITET Centre and the Consortia must be satisfied that the school is delivering the full curriculum across the two learner stages applicable to the phase of study the trainee would be teaching.
- 10.2 The applicant and the supporting school would be required to meet all other entry requirements including attendance at university-led training and undertaking some training in a second main stream placement school. Whether to support an application is entirely at the discretion of

the regional Consortia and ITET Centre in collaboration, dependent on the recruitment priorities identified by the Consortia.

10.3 Training in a Pupil Referral Unit (PRU) or in a Further Education institution cannot form part of an approved training programme.

Initial Teacher Education Team
Workforce Strategy Unit
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