

Enhancing suitability for training

Some teachers of community languages in the secondary sector find it hard to gain a place on ITT courses because they cannot offer a second language. If a trainee teacher has only Urdu, for example, a school may not have enough language classes to offer sufficient teaching experience. Furthermore, some courses only offer training in a community language alongside a language such as French.

A trainee teacher of a community language who can also teach French or German (or Spanish) therefore has a better chance of gaining a place on a teacher training programme and is also more employable once qualified.

Modern Languages Extension Courses/SKE

The TDA has developed pre-ITT Modern Languages Extension Courses, soon to undergo changes and come under the banner of Subject Knowledge Enhancement courses (SKE). These enable graduates to develop a second language sufficiently to teach it in Key Stage 3 (pupils aged 11-14) and offer an introduction to current methodology in the teaching of languages in England.

The courses:

- are available in French or German
- last approximately 14 weeks (17 weeks for complete beginners)
- are full-time and intensive
- offer a bursary payment of approximately £225 per week (2008 figure)
- include a fully funded two-week study course in France or Germany

Example of courses available in 2008:

French	German
University of Portsmouth	University of Portsmouth
London Metropolitan University	Liverpool John Moores University
University of Hull	Anglia Ruskin University
Liverpool John Moores University	Newcastle University
Anglia Ruskin University (Chelmsford)	

For further information contact the TDA (see back cover for details).

Awareness of current language teaching methodology

The application process for all ITT courses includes a professional statement and/or interview to ascertain the suitability of the candidate in terms of their personal qualities and their understanding of, and commitment to, teaching.

The QTS professional standards are demanding and explicitly reflect some of these personal qualities, as well as the skills in teaching one's subject. For example:

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

Ways to develop understanding of current methodology and to take opportunities to reflect on one's own classroom practice or experience of language learning include:

- **Professional development courses:** Search the Our languages events database. www.ourlanguages.org.uk/features_events
- **CILT Books:** Look out for titles in the Curriculum Guides and Young and New Pathfinders series. www.cilt.org.uk/books
- **Professional networks:** Join an email discussion forum or register to receive the Community Languages Bulletin. www.cilt.org.uk/commlangs
- **Non-QTS accredited courses:** See the Pre-QTS Teacher Training for community languages leaflet, available from CILT.
- **Modern Language Extension Courses/SKE:** See above.

Financial support

Financial support is only available to students; i.e. to those on ITT courses who do not receive a salary. Figures are based on data available in August 2008 and should be read as indicative. Eligibility restrictions may apply and further grants may be available; consult the web links below.

Tuition fees

- ITT providers in England can charge variable tuition fees for undergraduate, PGCE and SCITT courses of up to £3,145 a year.
- ITT providers charging more than £2,835 in tuition fees may offer an additional non-repayable Bursary.
- Student Finance Direct offers additional Student Loans for Fees.

Maintenance support

- The Maintenance Grant (non-repayable) and Student Loan (repayable) help both undergraduate and postgraduate ITT students with living costs and are inter-linked; the greater the Grant, the smaller the Loan.
- The Maintenance Grant of up to £2,835 is partly dependent on household income (£1260 is non-means tested). Apply via your Local Authority (LA).
- Student Loans for Maintenance of up to £6475 are available. Loans do not have to be repaid until the ITT course is completed and salary reaches £15,000 a year. Apply via Student Finance Direct.
- The Special Support Grant (non-repayable) replaces the Maintenance Grant in certain cases. It is not inter-linked with Student Loans.

TDA Training Bursary

- PGCE and SCITT trainees of Modern Foreign Languages (MFL) in England may be eligible for a non-taxable and non-repayable training bursary of up to £9,000 during training paid via the ITT provider.

Golden hello

- Those completing a PGCE or SCITT course in MFL (currently a priority subject) and teaching languages as an NQT in a maintained school in England may be eligible to receive a one-off taxable payment of £2,500 after successfully completing induction.

Useful web links

www.studentfinancedirect.co.uk

www.direct.gov.uk/studentfinance

www.studentfinanceengland.co.uk

www.tda.gov.uk/recruit/thetrainingprocess/fundinginengland.aspx

www.gttr.ac.uk/teach/england.html

www.egas-online.org.uk

Further sources of information

CILT, the National Centre for Languages

3rd Floor, 111 Westminster Bridge Road, London, SE1 7HR
Tel: 020 7379 5101. Email: info@cilt.org.uk.

www.cilt.org.uk

CILT Information Sheet 9 on languages in initial teacher education lists courses available in the UK:

www.cilt.org.uk/infos/pdf/InformationSheet9.pdf

The Qualifying to teach community languages page offers regularly updated information:

www.cilt.org.uk/commlangs/pathways.htm

Download details of CILT support for teachers of community languages:

www.cilt.org.uk/about.htm

Graduate Teacher Training Registry (GTR)

Rosehill, New Barn Lane, Cheltenham GL52 3LZ
Tel: 0871 468 0469

www.gttr.ac.uk

The GTR handles applications to most teacher training courses (including PGCE) in England.

Training and Development Agency for Schools (TDA)

Teaching Info Line: 0845 600 0991.
Email: teaching@tdainfo.co.uk

www.tda.gov.uk

The TDA provides information about applying to ITT courses, training and life as a teacher.

UK NARIC

Oriel House, Oriel Road, Cheltenham GL50 1XP
Tel: 0871 330 7033. Fax: 0871 330 7005.

Email: info@naric.org.uk

www.naric.org.uk

UK NARIC provides advice on the comparability of international and UK qualifications.

Our Languages

Tel: 020 7395 2503.

www.ourlanguages.org.uk

Information, case studies, resources and support for teachers of community languages in mainstream and complementary schools. Provided by a consortium of CILT, the Specialist Schools and Academies Trust (SSAT), National Resource Centre for Supplementary Education (NRC) and Schools Development Support Agency in Leicester.

Our Languages.

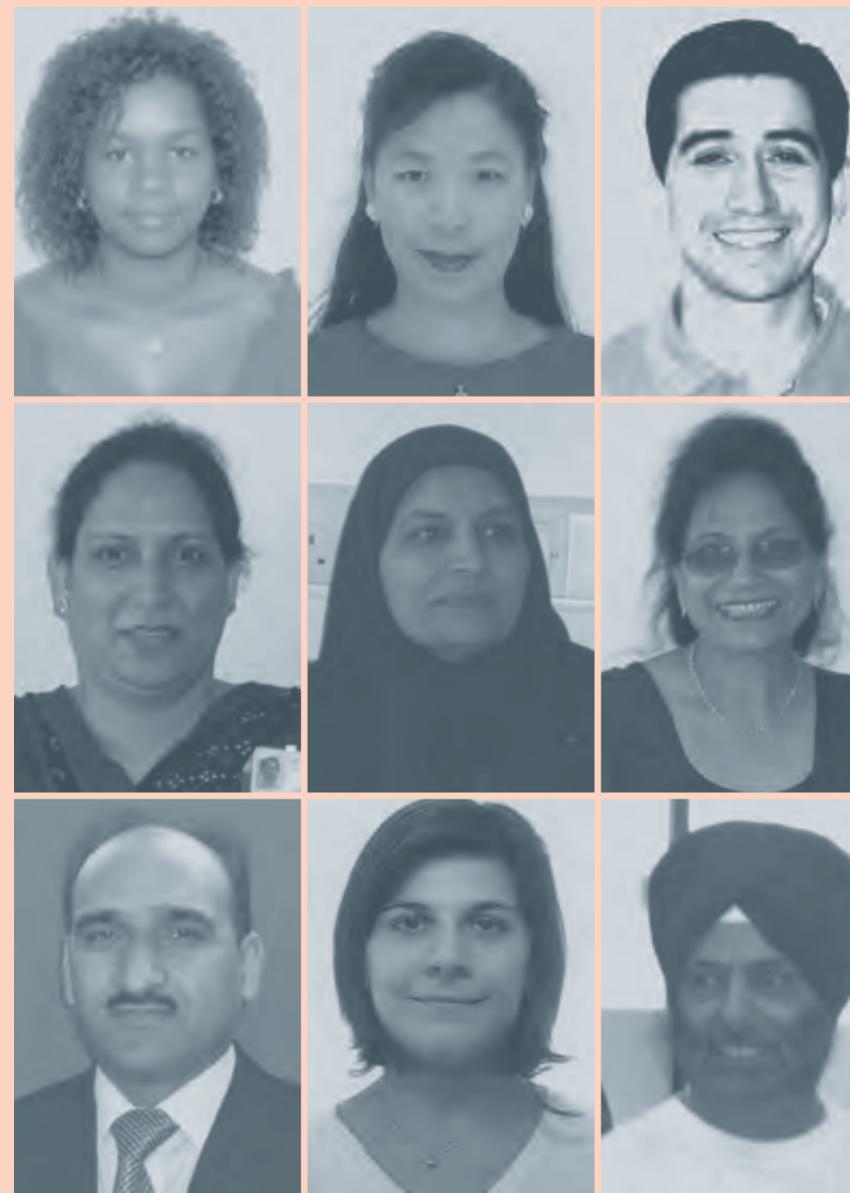
Promoting community languages

CILT The National Centre for Languages

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Qualify to teach community languages



Recognition of existing qualifications

Teaching in mainstream schools in England is a graduate profession. All initial teacher training (ITT) routes lead to Qualified Teacher Status (QTS). QTS is awarded at the end of an ITT course to candidates meeting all 33 of the professional standards set by the Training and Development Agency (TDA). The QTS award must then be ratified following an induction period, in most cases, of one year as a Newly Qualified Teacher (NQT) working in a school.

Undergraduate ITT routes are detailed overleaf. All candidates applying for postgraduate initial teacher training must have:

- a recognised degree*
- for primary teaching: GCSE Grade C in Maths, English and a Science subject, or equivalent
- for secondary teaching: GCSE Grade C in Maths and English, or equivalent

Qualifications from other countries are not automatically given equivalence with those gained in the UK. If qualifications were gained within the European Union the ITT course provider can probably confirm equivalence. Other overseas qualifications may need to be recognised by UK NARIC. A degree need not always be in the language to be taught, such as in the case of a native speaker. (*in the case of the Registered Teacher Programme, degree study can continue alongside teacher training.)

To determine current eligibility for initial teacher training in England, find the appropriate situation below and contact the relevant agency, as early as possible.

Qualified teacher from the European Economic Area (EEA)

EEA nationals who are recognised as qualified school teachers in an EEA member state, may apply for QTS in England without the need for further training. Teachers who gain QTS through this route are exempt from the requirement to serve a statutory induction period. To register and obtain your Teacher Reference number, contact the General Teaching Council (GTC), tel: 0121 345 0140, email: tqanswer@gtce.org.uk

www.gtce.org.uk

Qualified teacher in a country outside the European Economic Area (EEA)

These teaching qualifications are not usually recognised so QTS is required in order to work as a permanent, qualified teacher in England. The OTTP or Assessment-only routes may be most appropriate for candidates with a recognised degree; the RTP for those with 2 years higher education study (equivalence). See overleaf for details on all routes available.

University degree from a country outside the EU

UK NARIC advises on the comparability of international and UK qualifications. Advice is given over the phone. Written confirmation of equivalence can be provided on receipt of certificates (with certified translation) at a cost of approximately £34 plus VAT. Tel: 0871 330 7033 or email: info@naric.org.uk

www.naric.org.uk

GCSE Grade C in Maths and English (plus Science for primary) from a country outside the EU

UK NARIC advises on the comparability of international and UK qualifications. See above. Alternatives to GCSE English may include RSA Stage III (Advanced) in English, Cambridge Certificate of Proficiency in English, International English Language Testing System (IELTS) and AS or A Level English.

Newly-arrived refugee status

The Refugees into Teaching service helps newly-arrived refugees return to teaching in England, through giving access to work placements and support with UK NARIC applications, for example. The service also offers information, guidance and support to those with an interest in teaching. Tel: 020 7346 1166. Email: rit@refugeecouncil.org.uk

Routes to Qualified Teacher Status

Teaching community languages in England

This is an exciting time for community languages. Every Child Matters (DfES 2004) established the entitlement of an individual child to enjoy, achieve and make a contribution, renewing the focus on personalised learning. The Languages Review (DfES 2007) highlighted the potential national asset that community languages constitute. Qualifications in a wider range of languages are now offered, by schemes such as Asset Languages.

As well as the statutory entitlement for every child in Key Stage 2 to learn a language from September 2009, a community language can now be the first and only modern language that a school offers at Key Stage 3; there is also potential for community languages in the diplomas for the 14–19 age range. The DCSF-funded Our Languages initiative is bringing the mainstream and supplementary sectors closer.

ITT provision

The most appropriate route to Qualified Teacher Status (QTS) depends on individual circumstances and preferences. It may be useful, however, to consult recent research which highlights some of the barriers to teachers of community languages accessing ITT, as well as the opportunities:

- Every Language Matters (Ofsted, Feb 2008)
- Our Languages: Teachers in Supplementary Schools and their Aspirations to Teach Community Languages (IPSE, March 2008)

Link to this research from the CILT Qualify to teach community languages web page.

Be aware that some courses may focus on a language taught as a foreign language rather than in a community language context. Some providers may not be able to train candidates to teach a particular language due to the lack of staffing expertise in that language within the training partnership, whether mentors in schools or subject tutors. Sufficient and appropriate classes and teaching hours must also be available.

Using the information in this leaflet

Taking the guidance on recognition of existing qualifications and enhancing suitability for training into consideration, do consider carefully the different routes available for qualifying to teach community languages in England. Key options are described on these four pages.

Basic guidelines are given for each route to QTS to help differentiate between them:

- target candidate (in terms of qualifications and teaching experience)
- duration of the training
- payment, or not, of salary

These guidelines should be read as indicative; always check directly with course providers who may consider candidates, languages and circumstances on a case-by-case basis.

Some postgraduate routes to QTS are employment-based and trainees receive a salary. On other courses trainee teachers have student status; they are not paid a salary but have access to a range of financial support, including towards course fees. See the back cover of this leaflet for further details; as provision can change on a regular basis, information is given as indicative only. For updated information, visit the Qualify to teach community languages page in the first instance.

www.cilt.org.uk/commlangs/pathways.htm

Teaching in the different education sectors

As the leaflet title suggests, content is focused on the subject specialist teaching community languages and therefore the prospective secondary school teacher.

Primary school colleagues teach all subjects and training is therefore generalist. As primary schools are required to provide language learning opportunities throughout Key Stage 2 from 2009, this new curriculum element is taken into account on primary ITT courses.

In-depth training in language teaching methodology, however, is only available on primary courses which include a languages specialism. Currently (2008) these courses only cater for French, German and Spanish; Extension/SKE courses are currently only aimed at prospective secondary teachers.

Speakers of community languages undertaking a primary ITT course may find the Primary Languages Training Zone useful for introducing their community language into one or more aspects of the curriculum:

www.cilt.org.uk/primary/index.htm

www.primarylanguages.org.uk

The PGCE Early Years and Primary at London Metropolitan University is an example of a course which includes a focus on multilingualism and diversity.

If you are planning to teach in the Further Education sector, significant changes were brought in from September 2007. All new entrants require an Award in Preparing to Teach in the Lifelong Learning Sector. Teachers are then required to achieve either Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) status within five years of teaching in the sector. Contact the Institute for Learning for more information on qualifications for teaching in FE and AE (Adult Education).

www.ifl.ac.uk

Colleagues in Wales, Scotland and Northern Ireland should consult information on teacher training from CILT Cymru, Scottish CILT and NICILT respectively.

www.ciltcymru.org.uk

www.scilt.stir.ac.uk

www.qub.ac.uk/edu/nicilt

Colleagues working in the supplementary sector in England are not required to have QTS, though there are increasing professional development opportunities. See the Pre-QTS Teacher Training for community languages leaflet available from CILT.

Undergraduate routes

Bachelor degree with QTS/Bachelor of Education

Target candidate: No degree; New to teaching

Training duration: 3–4 years

Salary: No

A Bachelor of Education (BEd) is an honours degree course in education; all graduates gain QTS in addition to a degree. A Bachelor of Arts (BA) or Bachelor of Science (BSc) degree with QTS enables degree study alongside initial teacher training. The BEd route is particularly popular for the primary sector. There are some BA/BSc with QTS courses for secondary teaching, but few for languages. Colleagues gaining QTS for secondary teaching but specialising in a subject such as Maths or ICT would need to develop understanding of language teaching methodology before teaching their community language also.

Courses generally take three or four years full-time (or four to six years part-time). All candidates applying for undergraduate ITT must have:

- a minimum of two A-levels or equivalent
- for primary teaching: GCSE Grade C in Maths, English and a Science subject, or equivalent
- for secondary teaching: GCSE Grade C in Maths and English, or equivalent

Apply via the Universities and Colleges Admissions Service (UCAS).

www.ucas.com

www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/undergraduate.aspx

RTP (Registered Teacher Programme)

Target candidate: HE qualifications below UK degree level; Skills and qualities for immediate teaching responsibilities (Possibly, an overseas teaching qualification from outside EEA)

Training duration: Up to 2 years

Salary: Yes

The RTP is for non-graduates who have successfully completed the equivalent of two years of higher education (HE). The training usually lasts two years and leads to a degree-equivalent qualification as well as QTS. The ITT provider would arrange suitable training to extend a trainee's subject knowledge to degree level. Whilst some providers arrange school placements, candidates in community languages usually already have a teaching job in a school willing to employ and train them for the duration of the course.

Trainees on the RTP receive a monthly salary, usually based on the unqualified teachers' scale (from £15,113 FTE, 2008–09 figures). Apply direct to EBITT providers at any time. Be aware that the availability of RTP is limited and there is tough competition for places.

www.tda.gov.uk/recruit/thetrainingprocess/typesofcourse/employmentbased/rtp.aspx

Employment-Based Initial Teacher Training (EBITT) providers

EBITT providers manage employment-based training routes, such as RTP, GTP and OTTP. They rarely advertise which languages they can support as capacity can change from year to year.

Examples of EBITT providers which have trained teachers of one or more community languages include Birmingham Advisory and Support Service, Carmel Teacher Training Partnership (County Durham), e-Qualitas (London), the London North Consortium, North West and Lancashire Consortium, Sheffield Hallam University and STORMM (Manchester). It is worth contacting all EBITT providers in relevant areas.

To find out more about employment-based routes, contact the TDA Teaching Information Line. Tel: 0845 6000 991. Email: grtp@tdainfo.co.uk. Contact details of EBITT providers in each region of England are provided on the TDA website.

www.tda.gov.uk/partners/recruiting/ebr/drbs/ebittcontacts.aspx

Post graduate routes

Postgraduate Certificate of Education (PGCE)

Target candidate: Degree recognised in the UK; Relatively new to teaching

Training duration: 1–2 years

Salary: No

The PGCE offers a phased transition into professional life, consisting of at least 12 weeks based at the ITT provider (e.g. a university) with other student teachers and 24 weeks teaching in two different schools. School placements are arranged by the ITT provider. Many courses last one year, though some can take up to two years; for example, the flexible option at Goldsmiths College enables part-time study across 18 months.

Some courses focus on one or more community language(s); others provide courses for those who speak a community language in addition to French, German or Spanish. The Extension/SKE courses can be useful for courses where French or German is accepted as a subsidiary rather than main language.

Examples of community languages PGCE providers include Edge Hill University (Urdu), Goldsmiths College (Arabic, Mandarin, Panjabi, Urdu), London Metropolitan University (all languages considered), Leeds Trinity and All Saints College (Urdu), Middlesex University (Turkish, Mandarin and others considered), University of East London (Bengali) and University of Sheffield (Mandarin, Urdu, Japanese). See the Qualify to teach community languages page on the CILT website for more information.

Apply for PGCE courses via the GTTR (Graduate Teacher Training Registry) using the online form.

www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/postgraduate/pgce.aspx

School-centred initial teacher training (SCITT)

Target candidate: Degree recognised in the UK; Relatively new to teaching

Training duration: 1 year

Salary: No

SCITT programmes are designed and delivered by groups of local schools and colleges and are often tailored towards local teaching needs. The SCITT route is for student teachers who want to spend more time training in the classroom and putting theory into practice. Some SCITT courses, though not all, will award you with a PGCE validated by a HE institution as well as QTS.

Apply for SCITT courses via the GTTR using the online form, though some SCITT providers do require direct applications.

www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/postgraduate/scitt.aspx

Post graduate routes (employment-based)

Graduate Teacher Programme (GTP)

Target candidate: Degree recognised in the UK; Skills and qualities for immediate teaching responsibilities

Training duration: Up to 1 year

Salary: Yes

The GTP is for graduates who have the relevant experience to cope with a significant teaching load and professional duties at the same time as their training. Training lasts between one term and a year depending on previous experience and there is tough competition for places. Whilst some providers can help find a school, candidates in community languages often already have a suitable teaching post.

Trainees on the GTP receive a monthly salary, usually based on the unqualified teachers' scale (from £15,113 FTE, 2008–09 figures). Apply direct to EBITT providers (see details opposite).

www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/employmentbased/gtp.aspx

Overseas Trained Teacher Programme (OTTP)

Target candidate: Degree recognised in the UK; Working as an unqualified teacher in England; Overseas teaching qualification (outside EEA)

Training duration: Up to 1 year maximum (FTE)

Salary: Yes

Colleagues who gained a teaching qualification overseas (outside the EEA) and are employed in a school in England as a teacher may be eligible for the OTTP which recognises this prior experience. Its duration depends on the amount of training required; some teachers need assessment only, others stay on the programme up to one year. Overseas Trained Teachers (OTTs) must meet the degree and GCSE eligibility criteria for postgraduate ITT. Those with at least two years' experience may be exempted from the Induction Standards and NQT year.

There is a four-year rule for OTTs. Teachers who are not EEA nationals and not otherwise entitled to work in the UK require a work permit; this cannot be extended beyond four years unless QTS is gained during this time. Only non-employment based routes would then be applicable and tuition fee and funding arrangements for international students may apply.

Apply direct to EBITT providers (see details opposite). For more details, contact the TDA Teaching Information Line. Tel: 0845 6000 991. Email: ott@recruit.tda.gov.uk

www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/ottp.aspx

QTS-only (Assessment-based Training)

Target candidate: Degree recognised in the UK; Substantial teaching experience in a mainstream UK school (Possibly an overseas teaching qualification)

Training duration: N/A – Assessment is usually completed within 1 year

Salary: Yes

This route is for teachers with the equivalent of at least two years' full-time experience teaching their subject in mainstream secondary schools across two consecutive Key Stages; candidates must already meet most or all of the QTS standards. They must also be employed in a mainstream school willing to recommend and support them. (If teachers only have classes with under 20 pupils, or work in the independent sector, a placement in an appropriate mainstream state school of approximately 80 days is required; arrangements and supply cover fall to the employing school).

There is no direct training involved. Teachers build up a Portfolio of evidence to demonstrate how they meet the 33 QTS standards with the help of their school and undergo a 1-day assessment visit. This route can be followed by OTTs, particularly if there is no local access to the OTTP. The QTS-only route, however, requires teachers subsequently to complete an NQT year. Apply direct to the University of Gloucestershire, which administers this route, to request an electronic application form. Tel: 01242 714768. Email: qtsassessmentonly@glos.ac.uk.

www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/qts.aspx

www.gitop.co.uk

The application process

It is important to start the application process in good time, approximately one year in advance. Some courses offer start points throughout the year, but a standard timeline might be as follows:

