

Teacher training

Getting started

How do you become a teacher?

To work as a teacher in state-maintained schools in England and Wales you need to have professional qualified teacher status (QTS). For further information on teaching in other areas of the United Kingdom please see [teaching in Scotland](#) and [teaching in Northern Ireland](#).

Teachers in independent schools are not required to have QTS, but most do.

To be awarded QTS by the General Teaching Council for England (GTC) (<http://www.gtce.org.uk>) you must:

- Complete a period of training, such as a one-year professional or postgraduate certificate in education (PGCE) course, which recommends you for QTS. This is known as initial teacher training (ITT).
- Complete a period of induction, known as the newly qualified teacher (NQT) year. This is your first year of employment as a teacher in a school. You do not have to start this induction period immediately after your ITT, but you would be expected to complete it within five years.
- Pass QTS Skills Tests (<http://www.tda.gov.uk/skillstests.aspx>) in literacy, numeracy and information and communications technology (ICT) by the end of your ITT period (if training in England). These tests can be taken at any of the 50 test centres throughout England, and most students complete them while on their PGCE course.

If you want to work as a teacher with the full range of responsibilities in further education (FE) colleges or sixth form colleges, you need Qualified Teacher, Learning and Skills (QTLS) status or QTS.

What age range?

First, you have to choose which age range to specialise in. The age ranges are:

- early years (3-5 years);
- lower primary (5-7 years);
- upper primary (7-11 years);
- secondary (11-16);
- further education (FE) or post-compulsory education (16+ years).

It is also possible to train in middle years (7-14 or 8-14).

Although you can apply for several different age ranges, it can be difficult in your personal statement to be convincing about your motivation for more than one age range. Find out which age range you feel most comfortable with by getting some [work experience](#) in a school.

Once you have achieved QTS, it is legal for you to teach any age range (unless you train in FE), although it can be difficult to move from one age range to another. Most teachers stay within the age ranges they trained to teach. If you want to change age range once you are qualified, you will need to build up a portfolio of evidence to persuade the head teacher you are competent to teach the age range in question.

Subjects

The information in this section only applies to England. See [teaching in Scotland](#), [teaching in Wales](#), and [teaching in Northern Ireland](#) for more about the other UK countries.

What subject?

For middle years, secondary, further education (FE) and a few primary training courses, you need to specialise in a subject. Once you have gained QTS, you are legally qualified to teach any subject. It is common to find teachers in schools teaching subjects other than those they specialised in for their teacher training.

Teaching students with special educational needs (SEN) is only offered as a main subject in FE, but may be available as a subsidiary subject on some other courses.

The National Curriculum

Pupils aged 5-16 in maintained schools (including community, foundation, specialist status, new academies, voluntary-aided and voluntary-controlled schools) must be taught the National Curriculum. The National Curriculum states the subjects children must study according to their age groups, called key stages (KS). See the National Curriculum Online (<http://curriculum.qca.org.uk/>) for details.

Pupils are assessed at the end of each key stage, primarily by their teachers but with the addition of national standardised attainment tests (SATs) at the end of Key Stage 2. This is currently under review.

What subjects will I teach at primary level?

Primary schools cover KS 1 (5-7 years) and 2 (7-11 years). As few primary courses offer a specialism, you will need to feel confident about teaching a wide range of subjects, from mathematics to PE. The government's aim is that by the end of the decade all children will have the opportunity to study a modern foreign language at KS 2. This has resulted in an increase in the number of teacher training courses offering primary specialising in a language (most commonly French or German).

What subjects can I teach at secondary level?

Secondary schools cover KS 3 and 4, and sometimes post-16.

Key Stage 3 compulsory subjects are:

- English;
- mathematics;
- science;
- design and technology;
- information and communication technology (ICT);
- history;
- geography;
- modern foreign languages;
- art and design;
- music;
- citizenship;

- physical education.

For Key Stage 4, the compulsory subjects are:

- English;
- mathematics
- science;
- information and communication technology (ICT);
- physical education;
- citizenship.

Pupils also study one subject from each of the four 'entitlement' areas.

The entitlement areas are:

- arts subjects;
- design and technology;
- humanities;
- modern foreign languages.

Schools also offer subjects outside this core list, e.g. drama, dance, media studies, and courses exist to accommodate them.

Vocational subjects

There are a number of vocational subjects taught in schools.

- Applied GCSEs include leisure and tourism, business, engineering and manufacturing.
- Applied and broad vocational A-level subjects have replaced the advanced vocational certificate of education (AVCE).
- Diplomas were introduced in 2008 for 14 to 19 year olds and are designed to bridge the gap between academic and vocational learning. By 2013 all children will be offered the full range of 17 diplomas.

Types of schools

The information in this section applies to England. For variations in the other countries of the UK, see [teaching in Scotland](#), [teaching in Wales](#) and [teaching in Northern Ireland](#). Also check Eurydice (<http://www.nfer.ac.uk/eurydice>) and Directgov (<http://www.direct.gov.uk>).

Education in the UK falls into two sectors: state maintained and independent. An understanding of the system will help you to decide where you would prefer to work.

The state-maintained sector

Mainstream state schools

Most state-maintained schools are all-ability comprehensive schools, but a few are grammar schools, which select pupils according to ability.

Types of schools in England can be defined by who employs the staff, controls admission and owns the land and buildings. Combinations of local authorities (LA), school governing bodies and charitable trusts or religious organisations might be involved, and this gives rise to three main types of school:

- community schools, which are wholly LA controlled;
- foundation and trust schools, controlled principally by a trust and the governing body;
- voluntary aided and controlled schools, which are mainly religious or 'faith' schools run

by a charitable foundation, often a religious organisation.

Any maintained secondary school in England can apply to become a specialist school in technology, languages, sports, arts, business and enterprise, engineering, science, mathematics and computing, humanities or music. It is envisaged that specialist schools will play a key role in the delivery of diplomas.

Some schools have formed local partnerships with others and are known as federation schools.

Other state-funded schools

- *Academies*: are set up by businesses, faith groups or voluntary groups in partnership with the Department for Children, Schools and Families (DCSF) (<http://www.dcsf.gov.uk>) and local authorities, who pay the running costs. New academies have to teach national curriculum English, mathematics, science and ICT, but they are not restricted to teaching the rest of the national curriculum and do not have to adhere to national teacher pay scales and conditions. The number of academies is increasing; there are currently 83, and the target is for 240 academies to be in place by 2010. They provide all-ability education and places are free to pupils.
- *City technology colleges (CTCs)*: focus specifically on mathematics, science and technology. CTCs are currently being encouraged to become academies.

Alternative provision

For children unable to attend school, alternative provision is made in pupil referral units, secure training centres and children's homes.

Services such as home teaching are provided through medical education teams for children and young people who have medical needs. The government is also funding projects to find new and innovative ways of providing for these groups.

Special needs schools

Children with special needs are usually provided for in the mainstream school environment, but there are some state-maintained community or foundation special schools, non-maintained special schools (which have charitable status) and independent special schools.

The independent sector

- *Independent schools*: no direct income from the state. These schools are sometimes called public schools or private schools and there are about 2,500 in the UK. They do not have to teach the national curriculum or employ qualified teachers, although most do. Information about independent schools is available from the Independent Schools Council (<http://www.isc.co.uk>) and in the UK Independent Schools Directory & Guide (<http://www.emetis.com>).
- Montessori (<http://www.montessori.org.uk>) schools: follow their own teaching method and cater for children from nursery to the age of 18.
- Steiner Waldorf Schools Fellowship (<http://www.steinerwaldorf.org>) schools: part of an international movement with a particular philosophy of education.

Work experience

Do you need work experience?

To ensure teaching is the right career choice for you, it makes sense to get some classroom experience. Training providers want to know that you have the skills and motivation to teach, and you will usually be expected to have experience of working with children of the relevant age, preferably in a school environment.

Some institutions do not interview candidates who have not had recent observation experience in a state school. For primary PGCE courses, many institutions stipulate that you should have completed a minimum of two weeks' school-based observation before your interview. Some institutions require 30 days or more.

If you are not able to complete the experience quickly, do not delay sending your application, but state in the application that you have experience arranged in the near future.

How do you get work experience?

Use your contacts through family and friends. You can also contact schools direct to ask for work experience or to observe classes or shadow teachers. EduBase (<http://www.edubase.gov.uk>) has a list of all schools. Work experience in schools is popular and it may take time to arrange a placement. You might try:

- *Student Associates Scheme (SAS)*: Allows current students to spend 15 days in a school working alongside experienced teachers and assisting in classroom teaching. It attracts a tax-free bursary of £40 per day. See Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>).
- *Student tutoring programmes*: Some institutions offer student tutoring programmes through which you go into schools to help with classes. These programmes are often available through university careers services or students' unions.
- *Undergraduate Ambassadors Scheme (UAS)*: If you are a mathematics, science, technology, engineering or modern languages undergraduate, your department may offer a classroom-based module. This would involve spending around 40 hours working in schools. See Undergraduate Ambassadors Scheme (UAS) (<http://www.uas.ac.uk/>).
- *Open Schools Programme (OSP)*: Spend a day observing your chosen subject or age range being taught at one of over 700 participating schools. Visit Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>) to find out more.
- *Taster courses and open days*: These are organised by universities and colleges offering PGCE courses to provide an insight into teaching and teacher training. Taster courses last three days and tend to be targeted at shortage subjects or candidates from under-represented groups. Visit Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>) to find out more.
- *Paid work*: You may be able to obtain paid work in schools as a cover supervisor, teaching assistant, laboratory technician or learning mentor, for example. These posts are usually advertised on local authority (LA) websites or recruitment agencies. TeacherNet (<http://www.teachernet.gov.uk>) has more information on teaching assistants. TeacherNet (<http://www.teachernet.gov.uk>) has more information on teaching assistants.
- *Voluntary work*: Most local authorities (LAs) run schemes for voluntary mentors to work with pupils on a one-to-one basis. Contact your LA for more information. Many universities work closely with local schools to encourage pupils to consider higher education (HE). University students can mentor pupils and help run summer schools and other events that link schools and universities. Ask your university careers service, or widening participation/access or admissions department, if there are activities in which you could get involved.

Work experience tips

- Keep a diary of any work experience you do; this will be invaluable when it comes to writing your applications or preparing for interviews.
- Write notes about anything that you experience. For example, if a lesson did not work, think about how you would do it differently.
- Think about classroom control, different teaching styles and effective uses of presentation or technology.

Training in schools

Postgraduate or Professional Certificate in Education (PGCE)

A PGCE is usually a one-year full-time course based in a university with substantial school placements. Courses are offered at two levels: Postgraduate Certificate in Education and Professional Certificate in Education. The Postgraduate Certificate includes Masters level modules but both certificates lead to the same qualified teacher status (QTS).

Search for courses and apply through the Graduate Teacher Training Registry (GTTR) (<http://www.gttr.ac.uk>).

More flexible PGCE courses also exist, allowing for part-time study and/or distance-learning.

School-Centred Initial Teacher Training (SCITT)

SCITTs operate in England and are usually one year, full time. A consortium of schools designs a training programme with partners including higher education (HE) institutions and the local authority (LA). Although these schemes include significant academic study, they are highly practical and most of your time is spent in a base school. Successful completion leads to qualified teacher status (QTS) and possibly a PGCE.

Apply through the Graduate Teacher Training Registry (GTTR) (<http://www.gttr.ac.uk>) for most schemes but for a complete list see Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>).

Graduate teacher programme (GTP)

The GTP allows you to qualify as a teacher while employed by a school in England or Wales. For most people, the training lasts one year, but it could take as little as three months, depending on your previous experience.

In order to be accepted onto the programme, you must find a school willing to employ you as a trainee teacher and gain a place on the scheme through a local GTP training provider, known as an employment based initial teacher training (EBITT) provider (list available from the Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>)).

GTP is highly competitive and the application process can be demanding. The TDA has set up the Graduate and Registered Teacher Programme (GRTP) Advice Line if you have any queries. You can find contact details on the TDA website.

Teach First

Teach First (<http://www.teachfirst.org.uk>) is a two-year programme in London, the East Midlands, the West Midlands, Yorkshire and the North West based in challenging secondary schools. It is aimed at graduates with a 2:1 or above and combines working towards QTS with a business internship and mentoring.

Courses to boost relevant subject knowledge

Postgraduate-level teacher training courses (PGCE, SCITT, GTP), particularly at secondary level, require substantial subject knowledge. If your subject knowledge is insufficient you might consider boosting it through the following courses:

- *Extended PGCE*: Full-time courses lasting 18-24 months for mathematics or science trainees. Further details are available from the Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>), and by searching for courses by subject at

Graduate Teacher Training Registry (GTTR) (<http://www.gttr.ac.uk>).

- *Pre-ITT subject knowledge enhancement scheme*: Courses in primary mathematics, English and science as well as a range of secondary subjects for those who have already applied for or started a teacher training course. Use the search facility on the Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>) website to find a course in your region.
- *Subject enhancement and extension courses*: Available in England in chemistry, mathematics, physics (26-week courses) and French or German (14-week courses). More information is available at Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>).

For Diplomates and foundation degree graduates

- *Registered teacher programme (RTP)*: The RTP allows you to study for a degree and qualify as a teacher while you work as an unqualified teacher in a school. Trainees must have completed two years in higher education. Visit Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>) or contact the GRTP advice line for more information. Find contact details for the GRTP advice line on the TDA website.
- *Two-year degree in primary or secondary education*: The main focus of this course is on shortage subjects including design and technology, mathematics and science. Apply through Universities and Colleges Admissions Service (UCAS) (<http://www.ucas.com>).
- *Degree 'top-up' course and postgraduate ITT*: Another alternative is to top up your HND to a degree and then apply for a postgraduate teacher training course such as a PGCE. Check the suitability of your subject for entry to PGCE courses, as not all subject areas are available.
- If you have a foundation degree, you need to get at least an extra 60 credits at HE level 3 to be considered for postgraduate teacher training.

Training for post-16

Further education (FE)

There are two teaching roles in the FE sector - full and associate. Full teachers undertake the complete range of teaching and planning tasks while associate teachers have more limited responsibility. The following applies to full teaching roles, for which the qualification required is Qualified Teacher Learning and Skills (QTLS) (similar to QTS in compulsory education).

- *PGCE route to QTLS*: For new graduate entrants to the profession, the usual route will be a PGCE in PCE/FE. This could be a full-time university-based or part-time in-service course. In most cases, applicants should apply direct to the university, but you can find some courses from the Graduate Teacher Training Registry (GTTR) (<http://www.gttr.ac.uk>). When in post as an FE teacher, you will take national external tests in literacy and numeracy and apply for QTLS status. You have five years from the start of your training to achieve this. Once you have achieved QTLS, you are qualified to work as a full teacher in the FE sector, but not in primary or secondary schools.
- *In-service Diploma route to QTLS*: It may be possible to secure a job in FE without taking a PGCE by studying part-time towards a Diploma in Teaching in the Life-long Learning Sector and then applying for QTLS in the same way. Approach FE colleges directly for their views on this. You will be more likely to get a positive response in subject areas where there is a shortage.
- *Qualified teachers in other sectors*: Another alternative would be to train in secondary teaching and then apply for work in the further education sector, as teachers holding Qualified Teacher Status (QTS) are currently eligible to teach in the FE sector. QTS qualified teachers working in FE will need to gain QTLS within five years. See Lifelong Learning UK (LLUK) (<http://www.lluk.org>) for the latest information.

Lecturing in higher education (HE)

To become a university lecturer, you normally need to study for Masters and PhD qualifications in the specialist subject area you want to teach. Lecturers can study for teaching qualifications once in post and the Higher Education Academy (<http://www.heacademy.ac.uk>) accredits university teaching and learning courses. The PGCE courses that offer higher education as an option are usually taken by those who intend to work in further education colleges on degree-level courses such as foundation degrees or HNDs.

For more information see [higher education lecturer](#).

Where to train

All Postgraduate Certificate in Education (PGCE) courses include placements in schools to develop your teaching skills to professional standards set by the government. A minimum of 18 weeks of classroom-based training is required for primary initial teacher training (ITT) courses and 24 weeks for secondary, usually in two schools. Because of the need to meet these requirements, ITT courses tend to be similar to each other and it may be difficult to choose where to apply. Research the institutions via their websites and open days. Discuss your ideas with your careers adviser or with other people you trust.

When choosing your course, you should consider:

- *Type of institution:* Be realistic about your choices. If you only choose prestigious institutions, or those where there are very few places, you may be unsuccessful. When it comes to getting a job afterwards, the institution you attended is less important than how you performed on teaching practice and on the course. Schools now play a much larger part in teacher training, with students spending more time in schools during their courses.
- *Quality of the course:* You can get a flavour of the course, including the qualifications that admissions tutors are looking for and the quality of the course, by checking the ITT Performance Profiles at Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>). Annual league tables of teacher training courses are also compiled and published by the University of Buckingham Centre for Education and Employment Research (<http://www.buckingham.ac.uk/education/research/ceer/>).
- *Geographical location:* If you want to get a job as a teacher in a particular city, it makes sense to train there. Think of the school placements as both window shopping for possible future employment and an extended interview. However, if your geographical mobility is limited, you should mention this in your application as some institutions may take it into account when considering your application.

Funding

UK and EU students on full-time PGCE and SCITT courses in England are eligible for a government bursary of £4,000 - £9,000 (depending on subject and phase - see below). They are also charged tuition fees. However, the fees do not have to be paid up front as student maintenance grants and loans can cover most of the amount charged.

More information on fees and funding is available from the Training and Development Agency for Schools (TDA) (<http://www.tda.gov.uk>). For further education (FE) information, see Lifelong Learning UK (LLUK) (<http://www.lluk.org>).

See the separate information on [teaching in Scotland](#), [teaching in Wales](#) and [teaching in Northern Ireland](#) for details of training and funding elsewhere in the UK.

Bursaries

Non-repayable bursaries are available for trainee teachers on full- and part-time primary and secondary PGCE courses, SCITT schemes and some PGCEs in further education. The amount you receive depends on your subject area. For 2009/10 (the latest figures available at time of writing) bursaries were as follows:

- Secondary priority subjects - £9,000: mathematics, science, ICT, design and technology, modern languages, religious education, music
- Secondary all other subjects - £6,000
- Primary all subjects - £4,000
- FE priority subjects - £9,000: mathematics, science and construction subjects
- FE selected subjects - £6,000: literacy, numeracy, ESOL, business administration, design and technology, engineering, health and social care, and ICT
- FE all other subjects - no bursary, unless your subject is stipulated as a local shortage.

Bursaries may also be available for subject extension and enhancement courses.

Golden hellos

Trainees in secondary mathematics and science will receive a golden hello of £5,000. All other secondary priority subjects (ICT, D&T, modern languages, RE and music) will receive £2,500. Golden hellos are taxable and are paid at the end of your induction year, when you start your second year of teaching.

Support for tuition fees

- Your fees will not have to be paid up front and you may take out a student loan. The fee loan and loan for living costs will not have to be repaid until you are working and earning over £15,000 a year.
- All students starting PGCE and SCITT courses will be eligible to apply for a means-tested grant to contribute towards living costs and fees.
- Other support is available for certain groups of students, e.g. students with disabilities and students with dependent children. If you are in financial hardship, you can also apply to your university for help from the access to learning fund.
- Part-time PGCE trainee teachers receive the same package of financial support as is available to all part-time higher education students (see Direct Gov - Student Finance (<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/St...>) for more information).

Hot topics

The following applies to England. For variations in the other countries of the UK, see [teaching in Scotland](#), [teaching in Wales](#), and [teaching in Northern Ireland](#).

Overview

When going through the selection process, you will be expected to show an awareness of current education issues. Given the rapid pace of change, you are advised to use the following resources to keep you up to date:

- Times Educational Supplement (TES) (<http://www.tes.co.uk>);
- Teachers TV (<http://www.teachers.tv>);
- TeacherNet (<http://www.teachernet.gov.uk>).

Do not, however, be overwhelmed by all the information - you are not expected to be an expert on education policy!

14-19 reforms

The 14-19 reforms are intended to deliver a curriculum with greater flexibility and choice for students. For more information visit the 14-19 Gateway (<http://www.dfes.gov.uk/14-19/>).

- *Diplomas* were introduced in 2008 covering a range of occupational areas at four levels aligned with GCSEs and A-levels. Currently, five diplomas are on offer - construction and the built environment; IT; engineering; creative, media and society; health and development - with a further 12 courses to be in place by 2013.
- *A-levels* now have an A* grade to recognise exceptional performance and A-level students, like diploma students, will be able to take an optional extended project, which allows them to pursue an area of special interest and do more independent research.

Primary curriculum review

The Independent Review of the Primary Curriculum, known as the Rose Review, was published in April 2009. It proposes dividing the primary curriculum into six broad areas of learning with an increased emphasis on ICT, which would become a core subject alongside literacy and numeracy. Traditional subjects continue with more cross-curricular work and an emphasis on speaking and listening.

The implementation of the Rose Review - slated for 2011 - depends largely on the outcome of the next general election which must take place before the implementation begins.

Personalised learning and 'Every Child Matters'

The idea of personalised learning builds on the practice of meeting the needs of all pupils - whatever their ability, sex, ethnic or cultural background. It is embedded in current education policy. It also relates to the government's Every Child Matters (<http://www.everychildmatters.gov.uk>) agenda, which informed the 2004 Children's Act and emphasises the need for schools and other children's services to work together to ensure that all children are protected and their needs met.

Extended schools

By 2010, schools will be expected to provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. These arrangements are known as extended schools (<http://www.tda.gov.uk/remodelling/extendedschools>) and will mean that most secondary schools and a large number of primary schools will be open from 8am till 6pm each day.

Teachers will not be expected to get involved in all these activities, although they provide an opportunity to pursue extracurricular interests and network with other professionals.

Jargon buster

- APEL - Accreditation of Prior Experiential Learning
- ASCL - Association of School and College Leaders
- ATL - Association of Teachers and Lecturers
- AVCE - Advanced Vocational Certificate of Education
- BEd - Bachelor of Education
- CES - Catholic Education Service
- CRB - Criminal Records Bureau
- CSV - Community Service Volunteers
- DCSF - Department for Children, Schools and Families
- DDA - Disability Discrimination Act
- DELLS - Department for Education Lifelong Learning and Skills (Wales)
- DENI - Department of Education (for) Northern Ireland
- DIUS - Department for Innovation, Universities and Skills
- DRB - Designated Recommending Body
- EAL - English as an Additional Language
- EBR - Employment-Based Routes
- EFL - English as a Foreign Language
- ESTYN - Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru (Her Majesty's Inspectorate for Education and Training in Wales)
- EU - European Union
- FAQ - Frequently Asked Question
- FE - Further Education
- FEI - Further Education Institution
- FHE - Further and Higher Education
- GCSE - General Certificate of Secondary Education
- GNVQ - General National Vocational Qualification
- GRTP - Graduate and Registered Teacher Programme, sometimes referred to as EBR (see above)
- GTC (E/NI/S/W) - General Teaching Council (for England/Northern Ireland/Scotland/Wales)
- GTP - Graduate Teacher Programme
- GTTR - Graduate Teacher Training Registry
- HE - Higher Education
- HEI - Higher Education Institution
- HLTA - Higher Level Teaching Assistant
- IAPS - Incorporated Association of Preparatory Schools
- ICT - Information and Communication Technology
- IEP - Individual Education Plan
- ISC - Independent Schools Council
- ISCTIP - Independent Schools Council Teacher Induction Panel
- ITT/E - Initial Teacher Training/Education
- KS - Key Stage
- LA - Local Authority
- LLUK - Lifelong Learning UK
- LSA - Learning Support Assistant
- MFL - Modern Foreign Language
- NASUWT - National Association of Schoolmasters and Union of Women Teachers
- NPF - National Performance Framework
- NQC - National Qualifications Course
- NQT - Newly Qualified Teacher
- NUT - National Union of Teachers
- OFSTED - Office for Standards in Education
- OSP - Open Schools Programme
- PAT - Professional Association of Teachers
- PCE - Post-Compulsory Education
- PCET - Post-Compulsory Education and Training

- PE - Physical Education
- PGCE - Postgraduate Certificate in Education or Professional Graduate Certificate in Education
- PGDE - Professional Graduate Diploma of Education (Scotland)
- PPA - Planning, Preparation and Assessment
- QCA - Qualifications and Curriculum Authority
- QTFE - Qualified Teacher in Further Education
- QTLS - Qualified Teacher Learning and Skills
- QTS - Qualified Teacher Status
- RB - Registered Body
- RE - Religious Education
- RTP - Registered Teacher Programme
- SAAS - Students' Awards Agency for Scotland
- SAS - Student Associate Scheme
- SATs - Standard Attainment Tests
- SCE - Scottish Certificate of Education
- SCIS - Scottish Council of Independent Schools
- SCITT - School Centred Initial Teacher Training
- SEED - Scottish Executive Education Department
- SEN - Special Educational Needs
- SWA - School Workforce Adviser
- SWDB - School Workforce Development Board
- TA - Teaching Assistant
- TDA - Training and Development Agency for Schools
- TEI - Teacher Education Institution
- TEP - Training Entry Profile
- TES - Times Educational Supplement
- TIS - Teacher Induction Scheme
- TLR - Teaching and Learning Responsibility
- TQ - Teaching Qualification
- UAS - Undergraduate Ambassador Scheme
- UCAS - Universities and Colleges Admissions Service
- VCE - Vocational Certificate of Education

Contacts and resources

Publications

Other publications

Education Yearbook, [Pearson Education](#), Annual

The Independent Schools Yearbook, [A & C Black](#), Annual

Primary Education Yearbook, [Pearson Education](#), 2007

Websites

14-19 Gateway, <http://www.dfes.gov.uk/14-19/>

BBC Education News, <http://news.bbc.co.uk/1/hi/education>

Criminal Records Bureau (CRB), <http://www.crb.gov.uk>

DCSF School and College Achievement and Attainment Tables,

<http://www.dcsf.gov.uk/performance/tables/>

Department for Children, Schools and Families (DCSF), <http://www.dcsf.gov.uk>

Department for Business, Innovation and Skills (BIS), <http://www.bis.gov.uk>

Directgov, <http://www.direct.gov.uk>

Direct Gov - Student Finance,

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/St...>

EduBase, <http://www.edubase.gov.uk>

Eteach, <http://www.eteach.com>

Eurydice, <http://www.nfer.ac.uk/eurydice>

Every Child Matters, <http://www.everychildmatters.gov.uk>
extended schools, <http://www.tda.gov.uk/remodelling/extendedschools>
General Teaching Council for England (GTC), <http://www.gtce.org.uk>
Graduate Teacher Training Registry (GTTR), <http://www.gttr.ac.uk>
The Guardian, <http://www.guardian.co.uk>
Higher Education Academy, <http://www.heacademy.ac.uk>
Independent Association of Prep Schools (IAPS), <http://www.iaps.org.uk>
The Independent, <http://www.independent.co.uk>
Independent Schools Council, <http://www.isc.co.uk>
International Baccalaureate Organisation, <http://www.ibo.org>
Lifelong Learning UK (LLUK), <http://www.lluk.org>
Montessori, <http://www.montessori.org.uk>
NASUWT (National Association of Schoolmasters and Union of Women Teachers),
<http://www.nasuwt.org.uk>
National Agreement, <http://www.tda.gov.uk/remodelling/nationalagreement>
National Curriculum Online, <http://curriculum.qca.org.uk/>
National Union of Teachers (NUT), <http://www.teachers.org.uk>
The Office for Standards in Education, Children's Services and Skills (Ofsted),
<http://www.ofsted.gov.uk>
QTS Skills Tests, <http://www.tda.gov.uk/skillstests.aspx>
Royal National Institute of Blind People (RNIB), <http://www.rnib.org.uk/>
Schools Web Directory, <http://www.schoolswebdirectory.co.uk>
SKILL (National Bureau for Students with Disabilities), <http://www.skill.org.uk>
Steiner Waldorf Schools Fellowship, <http://www.steinerwaldorf.org>
TeacherNet, <http://www.teachernet.gov.uk>
Teachers TV, <http://www.teachers.tv>
Teacher Support Network, <http://www.teachersupport.info/>
Teach First, <http://www.teachfirst.org.uk>
The Telegraph, <http://www.telegraph.co.uk>
Times Educational Supplement (TES), <http://www.tes.co.uk>
Training and Development Agency for Schools (TDA), <http://www.tda.gov.uk>
UK Independent Schools Directory & Guide, <http://www.emetis.com>
Undergraduate Ambassadors Scheme (UAS), <http://www.uas.ac.uk/>
Universities and Colleges Admissions Service (UCAS), <http://www.ucas.com>
University of Buckingham Centre for Education and Employment Research,
<http://www.buckingham.ac.uk/education/research/ceer/>



(c) Content copyright of or licensed to AGCAS (www.agcas.org.uk)

Written by Abby Evans, AGCAS, July 2009.
Edited by Amy Newton, AGCAS, July 2009.

The work of writers and editors is gratefully acknowledged

To view the terms and conditions for the material provided in this publication, please see
<http://www.prospects.ac.uk/links/disclaimer>.

Visit www.prospects.ac.uk/links/teachtrain