



TEACH LEICS

Everybody's Business



Growing and recruiting new teachers for Leicester and Leicestershire schools

Information guide for headteachers, principals,
senior leaders, school governors and volunteers.

Part 1 - Training new teachers

Part 2 - The importance of volunteering

“Education is not the learning of facts,
but the training of the mind to think
– **Albert Einstein**”

Contents



1 Introduction

2 Initial Teacher Training

3 Provider Details

4 Volunteers Welcome

6 Standards for Schools

7 Volunteers and the Law

8 Standards for Volunteers

Introduction

The **aim** of this booklet is to provide schools with updated information about teacher training in Leicester and Leicestershire, and to highlight the need for everyone to play their part in promoting the benefits of teacher training to create a strong and sustainable strategy to boost teacher recruitment and retention.

Why is this important now? A potential teacher shortage

We know that Leicester and Leicestershire have much to offer those thinking about joining the teaching profession. The vast majority of schools are **good or outstanding** and there are **well-established** networks where schools work collaboratively to build a high quality learning environment for trainee teachers.

However, we are facing a **collective challenge** to ensure that enough high calibre and enthusiastic trainees join the profession and choose to train and then subsequently work in the city and county. It is **imperative** that all schools play their part, one way or another, in promoting volunteering, work experience and training opportunities and offering placements to trainees. This will secure a **stronger and more successful** professional community and, in turn, high quality education for all young people.

There are significant **advantages** to becoming involved in the recruitment and training of teachers. The greatest advantage is that schools are in a strong position to recruit capable, talented teachers with whom they have worked previously. Many schools use their links with teacher training as an opportunity to **‘grow their own’** and increasingly, trainees are finding their first teaching post through the alliance of schools that are providing their training. Conversely, those schools who are not involved are more likely to miss these opportunities.

Initial Teacher Training

Teach Leics has been formed to bring together the **18 local organisations** who offer Initial Teacher Training (ITT). These are mostly school based, linked to universities, and provide a route to Qualified Teacher Status (QTS). This network is an important strategic group, working with a common sense of **purpose** to promote the profession and encourage more schools to recognise the need to engage.

If your school is not already involved, there are **two main routes** into teaching: school-led and university-based pathways. You can become part of the training network linked to either of these routes. This could be through either becoming a **partner school** with the SCITT, School Direct or with the local universities (Leicester University, De Montfort University and Loughborough University), taking trainee teachers on placement or working with Teach First (www.teachfirst.org.uk).

'Assessment Only' training route into teaching

People with a **degree and experience** of teaching in at least two schools may be able to achieve Qualified Teacher Status (QTS) without having completed any further training. The 'Assessment Only' route allows candidates to demonstrate that they already meet all of the standards for QTS.

To achieve QTS via the 'Assessment Only' route, candidates need to present **detailed evidence** that they meet the standards. They will also need to take the professional skills test in literacy and numeracy before being accepted onto the route. Their teaching will be assessed in a school by an accredited and approved provider. There are two approved providers for the 'Assessment Only' route in Leicester and Leicestershire:

Primary: The Leicester and Leicestershire SCITT

Secondary: The Beauchamp ITT Partnership

The government have introduced a **new route** into teaching:

Apprenticeship route into teaching

Current government policy (as of Summer 2017) is to develop apprenticeship routes into teaching that will add further options to those currently described in this booklet. Under consideration are both a higher-level apprenticeship for graduates as well as a degree-level pathway. Schools would then be able to offset part of the Apprenticeship Levy that they currently pay against these training costs.

Provider Details

For more information about current ITT arrangements and **points of contact** see the table below or visit www.teachleics.co.uk.

Provider	Website	Accredited Provision
Abbey Community Primary School	www.leics-scitt.co.uk	Leicester and Leicestershire SCITT
Ashfield Academy	www.ashfield.leicester.sch.uk www.leics-scitt.co.uk	Leicester and Leicestershire SCITT and Leicestershire Secondary SCITT
Ashmount School, Loughborough Learning	www.loughboroughlearningalliance.org.uk	University of Derby
Christ the King Catholic Primary School	www.leics-scitt.co.uk	Leicester and Leicestershire SCITT
Church Langton CoFE Primary School	www.churchlangton.leics.sch.uk	University of Leicester
Forest Way Teaching School Alliance	www.forestwaytsa.org	Universities of Derby and Loughborough
Grobby and Partners School Direct	www.grobbycoll.com	University of Leicester
Inspiring Leaders Teacher Training	www.affinitytsa.co.uk	Inspiring Leaders Teacher Training
Launde Primary School, Oadby Learning Partnership	www.leics-scitt.co.uk	Leicester and Leicestershire SCITT
Leicester and Leicestershire SCITT (Pri)	www.leics-scitt.co.uk	Leicester and Leicestershire SCITT
Leicestershire Learning Alliance	www.roundhill.leics.sch.uk	University of Leicester and Nottingham Trent University
Leicestershire Secondary SCITT	www.leicestershiresecondaryscitt.org	Leicestershire Secondary SCITT
Loughborough University	www.lboro.ac.uk	Loughborough University
North Charnwood Learning Partnership	www.limehurst.org.uk	University of Leicester and Loughborough University
The City and County Schools Group	www.sparkenhoe.leicester.sch.uk	University of Leicester
The Merton Primary School, STEP TSA	www.leics-scitt.co.uk	Leicester and Leicestershire SCITT
Achieve with TELA	www.telaonline.co.uk	Universities of Leicester, Warwick and Loughborough
University of Leicester	www.le.ac.uk/pgce	University of Leicester

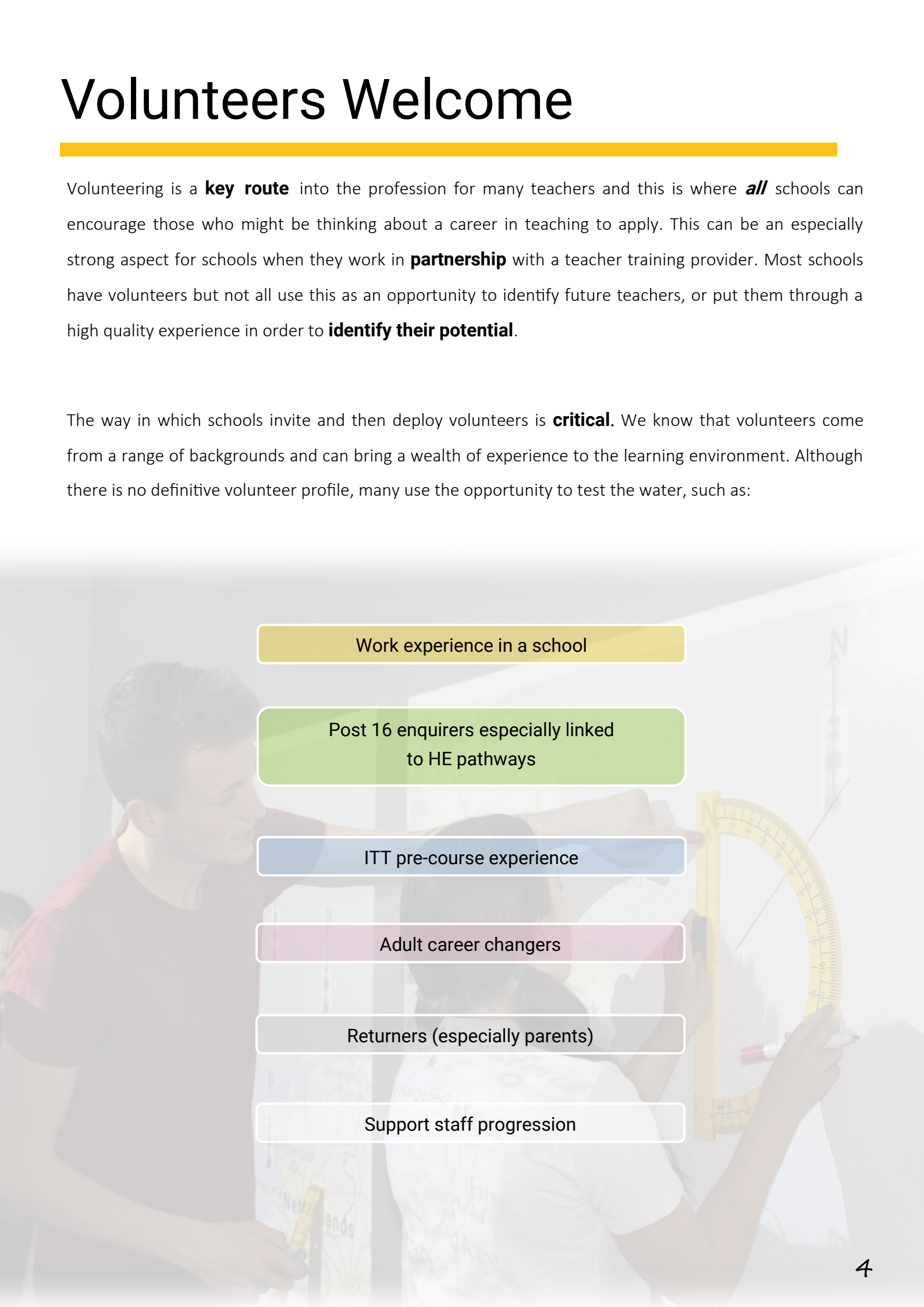
Additional information about teacher training can be found through the following websites:

- Get into Teaching — getintoteaching.education.gov.uk
- UCAS — ucas.co.uk

Volunteers Welcome

Volunteering is a **key route** into the profession for many teachers and this is where **all** schools can encourage those who might be thinking about a career in teaching to apply. This can be an especially strong aspect for schools when they work in **partnership** with a teacher training provider. Most schools have volunteers but not all use this as an opportunity to identify future teachers, or put them through a high quality experience in order to **identify their potential**.

The way in which schools invite and then deploy volunteers is **critical**. We know that volunteers come from a range of backgrounds and can bring a wealth of experience to the learning environment. Although there is no definitive volunteer profile, many use the opportunity to test the water, such as:



Work experience in a school

Post 16 enquirers especially linked
to HE pathways

ITT pre-course experience

Adult career changers

Returners (especially parents)

Support staff progression



Introducing the 'Volunteers Welcome Guidance'

In order to bring some consistency to the experience of volunteers, Teach Leics has developed some **guidance** which can be used by schools. This is not intended to be prescriptive but could be used as a starting point by individuals or groups of schools to ensure that volunteers have a **positive experience** in school which may inspire them to consider a potential teacher training opportunity.

Voluntary Action Leicestershire outlines four helpful principles that are fundamental to volunteering:

Diversity: open to all

Choice: freely made to each individual

Mutual benefits: a reciprocal relationship which benefits the volunteer as well as the school

Recognition: valuing the contribution of volunteers to school life and pupils' education

Standards for Schools

Standard	Outcome/Advice	Tick
Have a clear policy for working with volunteers that covers employment law, health & safety and tax.	This will ensure that you have given due regard to the volunteer.	
Ensure that there is leadership oversight of volunteering in the school and a strategic plan for deployment.	A member of the leadership team is responsible for ensuring that volunteers are well managed and that their work is recognised and valued. Volunteers are introduced to this person as part of induction. Ensure that the volunteer has a named person who they know is supervising their work.	
Provide appropriate supervision – this could be a mentor/ buddy so that volunteers have a ‘go to’ person.	This could be a teacher, HLTA or non teaching colleague who is able to meet regularly to talk about the work that the volunteer is involved in and discuss any concerns or queries. Make sure that this person helps out with initial visits to the staff room at break time, etc.	
Provide clear information about the type of volunteering opportunities that the school offers and the value placed on them and include in professional development planning.	This could be available on the school’s website, in newsletters, or at parents’ meetings and fundraising events.	
Ensure that volunteering is seen as a potential route to a career in teaching.	Have information available to volunteers that lets them know about progression pathways to teaching.	
Have an induction process in a similar way for new staff and a ‘work plan’ for each volunteer.	The named person responsible for the volunteer should arrange an initial meeting to talk about how the school operates, expectations in relation to safeguarding and working with children and should agree a work plan.	
Develop a volunteer handbook with key information, timetables and key policies.	This could include information about who’s who, timetables, key policies, contact details and safeguarding information, etc. This could be an edited version of a staff handbook.	
Ask the volunteer to acknowledge that they agree to key policies and have been appropriately trained/briefed with regard to safeguarding.	Agree experiences that will be offered – these do not need to be set in stone and are likely to be subject to change. Make sure that the volunteer has been introduced to key policies and has received any necessary safeguarding training/information and should have a current DBS. This may be a signed agreement (caution regarding ‘contract’).	
Be clear about expectations with regard to personal conduct, working with children, being part of a team, policies and practice.	This should be part of an induction process and could include: <ul style="list-style-type: none"> • Treating pupils and other adults with respect at all times • Regard for safeguarding • Tolerance and respect for rights of others including support for British Values • Punctuality • Appropriate dress • Respect for confidentiality • Attendance at meetings/ availability for supervision • Respect the community diversity 	
Provide opportunities to see different aspects of school life.	Volunteers may benefit from supporting school trips or fund raising events, for example. They may want to spend time in other phases or working with specific groups of pupils. They may have specific skills that would enhance curriculum opportunities.	
Ask for feedback.	Provide opportunities for volunteers to tell you about their experiences in your school. Use this to inform and improve volunteering experiences in school.	

Volunteers and the Law

There are a few areas of **legality** that schools should consider when working with volunteers. You must be careful not to imply that a volunteer is under contract to perform specific tasks. School always retain responsibility for the work of their volunteers. **These include:**

Employment law

Ensure that volunteering isn't seen as a job falling under contractual law. To help:

- Avoid paying expenses beyond the actual costs incurred by the volunteer
- Avoid mixing a person's role between volunteering and sessional work
- Don't impose an obligation on how long a volunteer must take part

Health and Safety

Schools have a duty of care to look after volunteers' health and safety. This includes:

- Considering what you ask volunteers to do, and the consequences of how this might impact on the volunteers, staff and pupils
- Having appropriate insurance in place
- Carrying out appropriate vetting procedures

There should be **regular** checking that agreed practice is in place. Not everyone is allowed to volunteer. EU residents can always volunteer but asylum seekers from a non-EU country may not be able to volunteer. Check visas beforehand.

Standards for Volunteers

A definition of volunteering: An activity that involves spending time, unpaid, doing something that aims to benefit the environment or individuals or groups other than (or in addition to) close relatives’.



A great volunteer...

- Is resilient
- Offers fresh ideas
- Has a ‘can do’ attitude
- Is punctual and reliable
- Is willing to learn new skills
- Is flexible and open minded
- Is reflective on their experiences
- Is willing to take on new challenges
- Respects all adults and young people
- Can work effectively as part of a team
- Respects confidentiality of information
- Can work outside of their comfort zone
- Can work independently where needed
- Has a passion and desire to make a difference
- Is curious and interested in how children learn
- Isn’t afraid to ask for help, advice and/or guidance
- Can identify room for development and improvement

Teach Leics is a group of Initial Teacher Training providers across Leicester and Leicestershire who share a **vision** to:

- Raise awareness of routes into teaching in Leicester and Leicestershire.
 - Attract more teacher trainees in Leicester city and Leicestershire.
 - Run joint marketing campaigns.
 - Share good practice and network between Teaching School Alliances, SCITTs, and lead School Direct schools.
 - Represent the views of our school based members at a regional and national level.
 - Recruit outstanding teachers into Leicester city and Leicestershire schools.
-



www.teachleics.co.uk



teachleics@gmail.com



@TeachLeics



TEACH LEICS