



Graduate Teacher Programme – policy and priorities statement academic year 2019/20



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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 2019/20, and sets out the policy priorities and procedures to which employment-based ITE providers must have regard to in managing the delivery of the GTP.
- 1.2 The Employment-based Teacher Training Scheme 2019 (2019 No. 03) (“the 2019 Scheme) sets out the statutory requirements of the GTP and the Additional Training Graduate Programme (ATGP) and the operation of the programme in Wales. In 2019/20, the GTP will operate on the basis of the policy priorities and procedures detailed below.
- 1.3 For 2019/20 the delivery and administration will rest with the accredited ITE 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 2019/20 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 2019/20 and the level of grant funding available, including the salary and training grant attached to specific place types as required by paragraph 16 and 17 of the 2019 Scheme.

3. Places offered in 2019/20

- 3.1 For the academic year 2019/20 the following GTP places will be available to schools through application to the ITE providers for GTP training places commencing on or after 1 September 2019. Whilst the GTP is administered by the ITE providers, they 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 ITE providers will confirm the applications that are approved to commence GTP programmes in September 2019.¹
 - (i) A maximum of 18 places for maintained primary schools with a training grant of up to £4,500 towards training costs. We would anticipate that applications from 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

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

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.

- (ii) A maximum of 18 places for maintained secondary 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. Consideration is to be given by ITE providers to prioritising Welsh-medium applications for any of the recruitment priority subjects, where a demonstrable local recruitment need can be identified. **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 (maximum of 18) 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 provider 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 ITE courses at accredited ITE 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.**
 - (d) Training and salary grants will not be available for any places allocated under the unfunded category in categories (a) – (c) above. The ITE provider will need to recover all costs directly from the school.

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

4. Applications to the GTP

- 4.1 All applications must be made through an ITE provider. ITE providers 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 ITE providers will set the deadline for receipt of applications and ensure that all necessary declarations and safeguarding checks have been undertaken. The ITE providers 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 ITE providers will undertake the final assessment against the QTS Standards and notification to the Education Workforce Council.
- 4.2 The ITE providers 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 ITE providers 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, ITE providers may vire numbers between other ITE providers 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 2019/20, but ITE providers 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 ITE providers involved in the GTP application process.

5. Availability of salary and training grants

- 5.1 Training grants in 2019/20 are available to ITE training providers 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 ITE provider, 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 ITE provider 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 2019/20 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 ITE provider 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 ITE providers 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 ITE providers 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 2019 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 2019 scheme

7.1 The statutory requirements for the provision of ITE 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 employment-based teacher training, 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 ITE provider, which 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 ITE 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 ITE students. This would enable trainees, for example, to attend lectures alongside mainstream ITE 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 ITE providers 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 all ITE programmes, including all employment-based routes – are a GCSE Grade B or above (or equivalent) in English Language, English Literature, Welsh Language or Welsh Literature. Where an equivalent to a grade B in either English Literature or Welsh Literature is achieved, a minimum of a grade C must be achieved in the corresponding GCSE examination in English or Welsh (First) Language. GCSE Grade B or above (or equivalent) in mathematics is also required.

8.2 ITE providers 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 ITE providers 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 ITE providers 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 ITE provider 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 mainstream placement school. Whether to support an application is entirely at the discretion of the Regional Consortia and ITE provider 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
Pedagogy, Leadership and Professional Learning Division
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The Employment-based Teacher Training Scheme 2019 ("the 2019 Scheme")

Background

1. Regulation 8 of the School Teachers' Qualifications (Wales) Regulations 2012¹ ("the 2012 Regulations") makes provision for the Welsh Ministers to establish an employment-based teacher training scheme to enable persons who are, or who have been, employed in a school or other educational institution (except a pupil referral unit) to become qualified teachers.
2. The Welsh Ministers have powers to provide financial assistance under sections 14-17 of the Education Act 2002 for a number of purposes set out in section 14. Those prescribed purposes include the promotion of the recruitment or retention of teachers or non-teaching staff, the provision of any form of training for teachers or non-teaching staff and the remuneration of, or provision of other benefits to, teachers or non-teaching staff. The grants paid out under the 2019 Scheme are made in the exercise of those powers.
3. The Welsh Ministers also have a duty under section 10 of the Education Act 1996 ("the 1996 Act") to promote the education of the people of Wales and under section 11, to exercise their powers in relation to publicly funded bodies with responsibility for securing the provision of primary, secondary and further education to promote such education. The Welsh Ministers must exercise their powers with a view to improving standards, encouraging diversity and increasing choice. In carrying out those duties, section 84A of the Education Act 2005 Act imposes a duty on Welsh Ministers to make such arrangements as they consider expedient for securing facilities for the training of teachers to serve in maintained schools.
4. Separate guidance may be issued by the Welsh Ministers under regulation 8(5) of the 2012 Regulations and those exercising any function under the 2019 Scheme must have regard to that guidance.

Summary of the Scheme

5. The 2019 Scheme sets out the requirements of the Graduate Teacher Programme (GTP) and the Additional Training Graduate Programme (ATGP) (collectively the "programmes"), and the operation of the GTP and ATGP in Wales. It sets out the scope of the GTP and ATGP and details the eligibility

¹ The School Teachers' Qualifications (Wales) Regulations 2012 (S.I. 2012/724).

requirements for those individuals wishing to follow an employment-based route into teaching.

6. Funding will not be made available for the GTP where the Welsh Ministers have not issued any intake targets for the programme in accordance with the provisions of the 2019 Scheme. Initial Teacher Education (ITE) Providers in Wales may only operate the GTP if they are allocated intake targets by the Welsh Ministers in accordance with the provisions of the 2019 Scheme.

7. The 2019 Scheme will take effect for GTP programmes where the period of training commences on or after 1 September 2019 and to ATGP programmes where the training period commences on or after 1 June 2019.

8. The 2019 Scheme supersedes the Employment-based Teacher Training Scheme 2015 (2015 No. 01) (“the 2015 Scheme”). Transitional arrangements set out in paragraph 62 mean that the provisions of the 2015 Scheme will continue to apply in the cases of GTP programmes which commenced prior to 1 September 2019.

Interpretation

9. Except where the context otherwise requires, for the purpose of this document:-

“accredited ITE programme” – means a programme accredited by the Education Workforce Council’s Teacher Education Accreditation Board² established pursuant to regulation 5 of the *Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017*;

“accredited English ITE provider” – means an institution accredited as a provider of courses or programmes of ITE in England under regulations made in relation to England and from time to time in force under section 132 of the Education Act 2002³;

“approved organisation” – means a body contracted or funded by the Welsh Government to organise and operate the ATGP;

“employment” – means employment under a contract of employment or the engagement of a person to provide services otherwise than under a contract of employment and references to being employed are to be construed accordingly;

“employment-based ITE provider” – means a provider of an accredited ITE programme, or an administrative partnership of such institutions, which is allocated an intake target for any programme under the 2019 Scheme by the Welsh Government;

² Referred to in the Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017 (S.I. 2017/165) as the accreditation of initial school teacher training committee.

³ Currently the Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662), as amended by, S.I. 2007/2782, S.I. 2009/3156, S.I. 2010/1172, S.I. 2012/431, S.I. 2012/1736 and S.I. 2014/2697.

“employment-based teacher training scheme” – means the scheme referred to in regulation 8 of the 2012 Regulations;

“individual training plan” – means a specific plan of training drawn up by an employment-based ITE provider which forms part of an employment-based programme of training under the 2019 Scheme;

“school” – means a school maintained by a local authority (other than a pupil referral unit) or a special school not so maintained or an independent school;

“specified standards” – means the standards applying at the time of assessment specified by the Welsh Ministers as the standards required of persons who seek to become qualified teachers⁴;

“teaching” – means carrying out work of a kind which is specified by Regulations made under section 14 of the Education (Wales) Act 2014⁵ and “to teach” is to be construed accordingly;

“United Kingdom institution” – means an institution established in the United Kingdom, other than one which is, or is affiliated to or forms part of, an institution whose principal establishment is outside the United Kingdom.

The Programmes

10. The 2019 Scheme incorporates training programmes aimed at enabling persons who are employed in a school to become qualified teachers.

11. The GTP is an employment-based route for a person to become a qualified teacher under regulation 5 of the 2012 Regulations and gain Qualified Teacher Status (QTS). Under the programme, graduates who do not have QTS may undertake a period of training through an employment-based ITE provider for the purposes of the GTP as part of the 2019 Scheme, so that they can be employed to teach in a school while following an approved training programme designed to enable them to meet the specified standards.

12. The ATGP is a route for a person to become a qualified teacher under regulation 5 of the 2012 Regulations and gain QTS which combines employment-based training with a period of pre-employment additional training. Under the programme, graduates who do not have QTS may undertake a period of training for the purposes of the ATGP as part of the 2019 Scheme designed to enable them to meet the specified standards. The period of training would comprise a course of initial pre-employment training preceding a period of employment-based training in a school while following an approved training programme.

13. The ATGP may be organised and operated by an approved organisation, but the employment-based training must be delivered by a provider of an accredited ITE programme. In the case of the course of initial

⁴ Currently the School Teacher Qualifications (Wales) Regulations 2012 (S.I. 2012/724).

⁵ The current Regulations are the Education Workforce Council (Main Functions) (Wales) Regulations 2015 (S.I. 2015/140).

pre-employment training only, the training may be delivered by an accredited English ITE provider in conjunction with an accredited ITE provider.

14. Persons who are undertaking training for the purposes of the GTP or ATGP as part of an employment-based teacher training scheme are not qualified teachers. However, they can teach at a school in accordance with the provisions of paragraph 7 of Schedule 3 to the Education Workforce Council (Main Functions) (Wales) Regulations 2015.

15. Providers of accredited ITE programmes in Wales may only operate the GTP if they are allocated intake targets by the Welsh Government in accordance with the provisions in paragraph 16 below.

Administration of the GTP

16. The Welsh Ministers may set intake targets for the GTP for specified academic years and these targets will be allocated directly to employment-based ITE providers in Wales. As part of this notification process an annual policy and priorities statement will be issued by the Welsh Ministers, under regulation 8(5) of the 2012 Regulations, which will set out the policy priority areas on which employment-based ITE providers are required to focus their designated intake target numbers and resources for the specified academic years.

17. The annual policy and priorities statement will also set out any grant funding which may be made available under the terms of paragraphs 34-41 to support the GTP where intake targets are issued for those programmes for the specified academic years.

Duties of employment-based ITE providers in relation to the GTP

18. Employment-based ITE providers in Wales will:-
- (a) market, publicise and operate the GTP in accordance with the Welsh Minister's annual policy and priorities statement;
 - (b) consider applications for places under the 2019 Scheme against the entry requirements (paragraphs EBR1.1 to EBR1.6 of Annex A) and determine whether persons are suitable to train as a teacher through the GTP;
 - (c) devise and deliver a training plan for GTP trainees and liaise with schools employing the trainees on all aspects of training required to enable trainees to meet the specified standards;
 - (d) arrange for trainees to be assessed against the specified standards using the same assessment arrangements that are used for persons following ITE courses; and
 - (e) have responsibility for all aspects of the administration and delivery of the 2019 Scheme within the requirements set out in the annual policy and priorities statement, including arrangements for selection of trainees for places; managing the appeal processes; making the necessary arrangements to make payments to participating schools; and monitoring the progress of trainees.

19. Before a person is accepted onto the GTP, employment-based ITE providers must ensure that prospective trainees meet all the entry requirements set out in paragraphs EBR1.1 to EBR1.6 of Annex A⁶. Employment-based ITE providers in Wales must also ensure that:-

- (a) systems are in place to seek information on whether prospective trainees have a criminal background which might prevent them (or make them unsuitable for) working with children or young persons, or as a teacher; and ensure that prospective trainees have not previously been excluded from teaching or working with children; and
- (b) as part of the selection procedures, all candidates accepted onto the GTP have taken part in an appropriate interview.

20. Employment-based ITE providers must meet:-

- (a) the training and assessment requirements set out in paragraphs EBR2.1 to EBR2.9 of Annex A;
- (b) the management of the employment-based teacher training partnership requirements at paragraphs EBR3.1 to EBR3.3 of Annex A; and
- (c) the quality assurance requirements set out in paragraphs EBR4.1 to EBR4.5 of Annex A.

21. Employment-based ITE providers must make arrangements with suitable school(s) to confirm trainee placements and ensure that the school(s) are able, for the duration of the GTP programme, and any component part of it, to provide what is needed to enable trainees to demonstrate that they meet the specified standards.⁷ In doing this, employment-based ITE providers must ensure that the number of GTP trainee placements at any one particular school in any one academic year does not exceed three.

22. The employment-based ITE provider must, having audited the skills and assessed the needs of a trainee, determine the particulars of the training that is to be delivered to the trainee and the length of the proposed period of training. These particulars are to be detailed in an individual training plan to be formally agreed with the schools at which the trainee is to carry out the training and with the trainee.

23. The length of the proposed period of training must be appropriate to a trainee's needs for practical teaching experience and training. In the case of a first application, where a trainee will be employed full-time, the proposed period of training must be not less than three months (or one academic term) and not more than one academic year. The employment-based ITE provider must oversee the delivery of the individual training plan.

⁶ The trainee entry and selection requirements are minimum standards. Individual employment based ITE providers may have additional criteria they wish to use and can do so provided the minimum standards are met.

⁷ Employment-based ITE providers are not required to match GTP trainees to a specific school. Prospective GTP trainees should find a school willing to employ and support them through their training.

24. The employment-based ITE provider must meet the specified minimum training time requirements for time in schools and university-led training as set out in paragraph EBR 2.6 of Annex A. For training programmes of less than one academic year in duration, the period of university-led training and time in a second and/or other school(s) will be arranged on a pro-rata basis depending on the identified needs of the trainee and that of the schools.

General requirements of the GTP

(i) provision of training

25. Employment-based ITE providers must ensure that during the period of employment-based training, trainees are provided with the training agreed in the individual training plan referred to in paragraph 22.

26. Employment-based ITE providers must make arrangements for trainees to receive the necessary training at an alternative school, if this is necessary to enable them to meet the specified standards, in cases where:-

- (a) training is not being carried out by a school as agreed in an individual training plan (for whatever reason) and it is not possible to resolve the situation satisfactorily;
- (b) a school closes; or
- (c) a school changes its category.

(ii) premature ending of a training programme

27. A training programme under the GTP will cease prior to the completion of the individual training plan referred to in paragraph 22 or before an assessment is made under the provisions of paragraph 31 if:-

- (a) a trainee withdraws from the GTP, whether due to illness, pregnancy or otherwise; or
- (b) a trainee ceases to be employed by the school or local authority who employed them at the commencement of the individual training plan referred to in paragraph 22 except:-
 - (i) where that arises because of the change of category of a school or schools (as the case may be) at which they are employed to another type of school or schools, or
 - (ii) where that arises because of the closure of a school or schools (as the case may be) at which they are employed, or
 - (iii) where the employer was a Welsh local authority and immediately on ceasing to be employed by that authority the trainee is employed by another Welsh local authority; or
- (c) in the reasonable opinion of an employment-based ITE provider a trainee fails to make adequate progress during the course of the training programme to enable them to meet the specified standards.

(iii) extension or reinstatement of a training programme

28. An employment-based ITE provider may extend or reinstate a training programme under the GTP if:-

- (a) the training has not been, or is not likely to be, fully carried out as agreed in the individual training plan for reasons of illness, pregnancy or other circumstances beyond the control of the trainee; or
- (b) the trainee concerned wishes to continue their training at the same school or schools, but the employment-based ITE provider is of the opinion that there is insufficient time remaining within the individual training plan to enable them to meet the specified standards.

29. In the case of any programme extended or reinstated under the provisions of paragraph 28, the employment-based ITE provider must ensure that it would be of sufficient length to allow the trainee to complete their training according to their agreed individual training plan in order to meet the specified standards. The minimum extension period which can be granted is one of 3 months.

30. The Welsh Ministers will not be under any obligation to provide any further funding beyond that set out in their annual policy and priorities statement in cases where a training programme is extended or reinstated.

(iv) assessment of trainees

31. At the end of the period of training employment-based ITE providers must arrange for trainees to be assessed against the specified standards. Employment-based ITE providers must use the same assessment arrangements that are used for persons following ITE courses.

32. Following assessment, employment-based ITE providers must confirm to the appropriate body⁸ that a GTP trainee can be notified that they are a qualified teacher providing the person:-

- (a) has successfully completed a GTP against the terms of a pre-agreed individual training plan for a period of employment-based training which is of not less than three months' (or one academic term) duration;
- (b) has been assessed as meeting the specified standards; and
- (c) holds a first degree or equivalent qualification granted by a United Kingdom institution, or a qualification deemed by the Welsh Ministers to be of an equivalent standard granted by an educational institution elsewhere.

(v) appeals process

33. Employment-based ITE providers must make provision for an appeals process for persons undertaking the GTP which is consistent with the current practice and/or processes in place to consider appeals from trainees on any ITE course or programme which they provide.

⁸ At the time of publication, the appropriate body under the 2012 Regulations is the Education Workforce Council ("the Council"). Welsh Ministers may also notify persons that they are qualified teachers but have agreed arrangements with the Council for it to handle all cases other than in exceptional circumstances.

GTP Grants

34. The Welsh Ministers may make grants available for employment-based ITE providers to provide to maintained schools or non-maintained special schools employing persons authorised to undertake training for the purposes of the GTP to meet in whole, or in part, the costs of those persons' salaries ("salary grants").

35. The Welsh Ministers may make grants available to employment-based ITE providers providing training for the purposes of the GTP to meet in whole, or in part, the costs of that training ("training grants"). Where a training grant is made available to an employment-based ITE provider it will be conditional on the employment-based ITE provider seeking no additional funding in connection with training for the purposes of the GTP from any participating school.

36. The Welsh Ministers may:-

- (a) set the amount of any salary grants or training grants they make available at a level that they consider appropriate;
- (b) limit the number of salary grants or training grants to be offered in any specified academic year; and
- (c) make salary grants or training grants available only in respect of cases where training is being undertaken for the purposes of the GTP in respect of particular phases of teaching or subjects, or in relation to particular types of applications or individual training plans.

37. The Welsh Ministers may provide employment-based ITE providers which receive funds under paragraph 34 with a grant at a level that the Welsh Ministers consider appropriate in recognition of the administrative and related costs in making payments under that paragraph.

38. The Welsh Ministers may require any grant made available under the provisions in paragraphs 34 and/or 35 to be repaid in whole or in part if the period of training is, for any reason, less than the period of training specified in an individual training plan referred to in paragraph 22.

39. The amount to be required to be repaid for any grant made available under the provisions in paragraph 34 will be up to a maximum of the proportion of the grant made available equal to the proportion of the period of training specified in an individual training plan referred to in paragraph 22 in which no training took place. The amount to be required to be repaid for any grant made available under the provisions in paragraph 35 will be any grant monies not utilised at the point training ceased.

40. The Welsh Ministers may pay for any costs that they consider appropriate associated with a person's application for training under the GTP and a subsequent assessment against the specified standards.

41. Before making any grants available or providing other costs in any financial year the Welsh Minister's must first specify the grants and costs and

their availability in the annual policy and priorities statement that they issue to employment-based ITE providers under the provisions of paragraph 16.

Monitoring and evaluation of the GTP

42. Employment-based ITE providers delivering employment-based teacher training under the GTP must provide the Welsh Ministers with information (in the form specified by the Welsh Government from time to time) which sets out the status and number of trainees on the GTP; the associated costs; the outcomes of the training programmes; and any other data required.

Administration of the ATGP

43. The Welsh Ministers may set intake targets for the ATGP for specified academic years and these targets will be allocated directly to the approved organisation. As part of this notification process a guidance statement will be issued by the Welsh Ministers, under the provisions of regulation 8(5) of the 2012 Regulations, which will set out the policy priority areas which the approved organisation should focus its designated intake target numbers and resources for the specified academic years.

Duties of the approved organisation in relation to the ATGP

44. The approved organisation will:-
- (a) market, publicise and operate the ATGP in accordance with the guidance statement issued by the Welsh Ministers under the provisions of paragraph 43;
 - (b) consider applications for places under the 2019 Scheme against the entry requirements (paragraphs EBR1.1 to EBR1.6 of Annex A) and determine whether persons are suitable to train as a teacher through the ATGP;
 - (c) in conjunction with a provider of an accredited ITE programme (and, as provided for in paragraph 52, an accredited English ITT provider), organise the production and delivery of a specified period of initial pre-employment training for ATGP trainees, to be completed before trainees commence a period of employment-based training in a school where they are employed to teach;
 - (d) in conjunction with a provider of an accredited ITE programme, organise the production and delivery of a training plan for ATGP trainees to follow while being employed to teach in a school, and ensure that the ITE provider liaises with schools employing the trainees on all aspects of training required to enable trainees to meet the specified standards;
 - (e) arrange for trainees to be assessed by a provider of an accredited ITE programme against the specified standards using the same assessment arrangements that are used for persons following ITE courses; and
 - (f) have responsibility for all aspects of the administration and delivery of the 2019 Scheme as set out in the guidance statement issued by the Welsh Ministers under the provisions of paragraph 43, including arrangements for selection of trainees for places;

managing the appeal processes; and monitoring the progress of trainees.

45. Before a person is accepted onto the ATGP, the approved organisation must ensure that prospective trainees meet all the entry requirements set out in paragraphs EBR1.1 to EBR1.6 of Annex A⁹. The approved organisation must also ensure that

- (a) systems are in place to seek information on whether prospective trainees have a criminal background which might prevent them (or make them unsuitable for) working with children or young persons, or as a teacher; and ensure that prospective trainees have not previously been excluded from teaching or working with children; and
- (b) as part of the selection procedures, all candidates accepted onto the ATGP have taken part in an appropriate interview.

46. The approved organisation must ensure that the content, structure and delivery of the specified period of initial pre-employment training for ATGP trainees reflects the specified standards, and that in conjunction with a training programme to be followed while being employed to teach in a school it will enable trainee teachers to demonstrate that they have met the specified standards.

47. The approved organisation must ensure that providers of accredited ITE programmes meet:-

- (a) the training and assessment requirements set out in paragraphs EBR2.1 to EBR2.9 of Annex A;
- (b) the management of the employment-based teacher training partnership requirements at paragraphs EBR3.1 to EBR3.3 of Annex A; and
- (c) the quality assurance requirements set out in paragraphs EBR4.1 to EBR4.5 of Annex A.

48. The approved organisation, in conjunction with a provider of an accredited ITE programme, must make arrangements with suitable school(s) to confirm trainee placements and ensure that the school(s) are able, for the duration of the ATGP programme, and any component part of it, to provide what is needed to enable trainees to demonstrate that they meet the specified standards. In doing this, the approved organisation must ensure that the number of new ATGP trainee placements at any one particular school in any one academic year does not exceed three.

49. The approved organisation must ensure that a provider of an accredited ITE programme having audited the skills and assessed the needs of a trainee, has determined the particulars of the training that is to be delivered to the trainee and the length of the proposed period of training.

⁹ The trainee entry and selection requirements are minimum standards. The approved organisation may have additional criteria it wishes to use and can do so provided the minimum standards are met.

These particulars are to be detailed in an individual training plan to be formally agreed with the schools at which the trainee is to carry out the training and with the trainee.

50. The length of the proposed period of training must be appropriate to a trainee's needs for practical teaching experience and training. In the case of a first application, where a trainee will be employed full-time, the proposed period of training must be not less than three months (or one academic term) and not more than one academic year. The approved organisation must ensure that a provider of an accredited ITE programme oversees the delivery of the individual training plan.

51. The approved organisation must ensure that the provider of an accredited ITE programme meets the specified minimum training time requirements for time in schools and university-led training as set out in paragraph EBR 2.6 of Annex A. For training programmes of less than one academic year in duration, the period of university-led training and time in a second and/or other school(s) will be arranged on a pro-rata basis depending on the identified needs of the trainee and that of the schools.

General requirements of the ATGP

(i) provision of a period of initial training

52. The approved organisation must deliver a specified period of initial pre-employment training for ATGP trainees, to be completed before trainees are employed to teach in a school, in conjunction with a provider of an accredited ITE programme. A minimum of 50% of the period of the initial pre-employment training must be delivered in Wales. An accredited English ITE provider may be involved in the production and delivery of a course alongside a provider of an accredited ITE programme in Wales, but no more than 50% of the period of the initial pre-employment training can be delivered by an accredited English ITE provider.

(ii) provision of employment-based training

53. The approved organisation must ensure that during the period of employment-based training, trainees are provided by a provider of an accredited ITE programme with the training agreed in the individual training plan referred to in paragraph 49.

54. The approved organisation, in discussion with the provider of an accredited ITE programme, must make arrangements for trainees to receive the necessary training at an alternative school, if this is necessary to enable them to meet the specified standards, in cases where:-

- (a) training is not being carried out by a school as agreed in an individual training plan (for whatever reason) and it is not possible to resolve the situation satisfactorily;
- (b) a school closes; or
- (c) a school changes its category.

(iii) premature ending of a training programme

55. A training programme under the ATGP will cease prior to the completion of the individual training plan referred to in paragraph 49 or before an assessment is made under the provisions of paragraph 58 if:-

- (a) a trainee withdraws from the ATGP, whether due to illness, pregnancy or otherwise; or
- (b) a trainee ceases to be employed by the school or local authority who employed them at the commencement of the individual training plan referred to in paragraph 49 except:-
 - (i) where that arises because of the change of category of a school or schools (as the case may be) at which they are employed to another type of school or schools, or
 - (ii) where that arises because of the closure of a school or schools (as the case may be) at which they are employed, or
 - (iii) where the employer was a Welsh local authority and immediately on ceasing to be employed by that authority the trainee is employed by another Welsh local authority; or
- (c) in the reasonable opinion of the provider of an accredited ITE programme a trainee fails to make adequate progress during the course of the training programme to enable them to meet the specified standards.

(iv) extension or reinstatement of a training programme

56. The approved organisation may extend or reinstate a training programme under the ATGP if:

- (a) the training has not been, or is not likely to be, fully carried out as agreed in the individual training plan for reasons of illness, pregnancy or other circumstances beyond the control of the trainee; or
- (b) the trainee concerned wishes to continue their training at the same school or schools, but the ITE provider is of the opinion that there is insufficient time remaining within the individual training plan to enable them to meet the specified standards.

57. In the case of any programme extended or reinstated under the provisions of paragraph 56, the approved organisation must ensure that the provider of an accredited ITE programme is content that it would be of sufficient length to allow the trainee to complete their training according to their agreed individual training plan in order to meet the specified standards. The minimum extension period which can be granted is one of 3 months.

(v) assessment of ATGP trainees

58. At the end of the period of training the approved organisation must ensure that the provider of an accredited ITE programme arranges for trainees to be assessed against the specified standards. The ITE provider

must use the same assessment arrangements that are used for persons following ITE courses.

59. Following assessment, the ITE provider must confirm to the appropriate body¹⁰ (copying this confirmation to the approved organisation) that an ATGP trainee can be notified that they are a qualified teacher providing the person:-

- (a) has completed a specified period of initial pre-employment training for ATGP trainees before being employed to teach in a school;
- (b) has successfully completed an ATGP against the terms of a pre-agreed individual training plan for a period of employment-based training which is of not less than three months' (or one academic term) duration;
- (c) has been assessed as meeting the specified standards; and
- (d) holds a first degree or equivalent qualification granted by a United Kingdom institution, or a qualification deemed by the Welsh Ministers to be of an equivalent standard granted by an educational institution elsewhere.

(vi) appeals process

60. The approved organisation must ensure that the provider of an accredited ITE programme makes provision for an appeals process for persons undertaking an ATGP training plan while being employed to teach in a school which is consistent with the current practice and/or processes in place to consider appeals from trainees on any ITE course or programme which they provide.

Monitoring and evaluation of the ATGP

61. The approved organisation must provide the Welsh Ministers with information (in the form specified by the Welsh Ministers from time to time) which sets out the status and number of trainees on the ATGP; the associated costs; the outcomes of the training programmes; and any other data required.

Timing and transitional arrangements

62. The 2019 Scheme applies to GTP programmes where the training period commences on or after 1 September 2019 and to ATGP programmes where the training period commences on or after 1 June 2019.

63. Except as provided for in paragraph 64, the 2015 Scheme will cease to have effect from 1 September 2019.

64. The provisions of the 2015 Scheme will continue to apply in the cases of GTP programmes where the period of training commenced between 1 September 2015 and 31 August 2019.

¹⁰ At the time of publication, the appropriate body under the 2012 Regulations is the Education Workforce Council ("the Council"). Welsh Ministers may also notify persons that they are qualified teachers but have agreed arrangements with the Council for it to handle all cases other than in exceptional circumstances.

Signed:

A handwritten signature in black ink, appearing to read "Kirsty Williams". The signature is written in a cursive style with a large initial 'K' and 'W'.

Kirsty Williams AM, Minister for Education

One of the Welsh Ministers

Date: 13 March 2019

Annex A

Requirements for the provision of initial teacher education for employment-based teacher training programmes operated under the 2019 Scheme

EBR1: Entry requirements¹¹

All entrants to employment-based teacher training programmes must:-

EBR1.1 have the capability to meet the specified standards by the end of their programme and possess appropriate personal and intellectual qualities to be teachers;

EBR1.2 have achieved a standard equivalent to a GCSE grade B or above in mathematics and a standard equivalent to GCSE grade B or above in English Language, English Literature, Welsh Language or Welsh Literature. Where an equivalent to a grade B in either English Literature or Welsh Literature is achieved, a minimum of a grade C must be achieved in the corresponding GCSE examination in English or Welsh (First) Language;

EBR1.3 if intending to undertake primary or Key Stages 2/3 training programmes have achieved a standard equivalent to a grade C in the GCSE examination in a science subject;

EBR1.4 satisfy themselves that all entrants can read English or Welsh effectively, and are able to communicate clearly and accurately in spoken and written English or Welsh;

EBR1.5 satisfy themselves that all entrants are assessed as having functional personal skills in literacy and numeracy applicable in a professional teaching context;

EBR1.6 in the case of the GTP and ATGP, hold a first degree of a United Kingdom institution or equivalent qualification.

EBR2: Training and assessment

All providers of accredited ITE programmes must:-

EBR2.1 design the content, structure and delivery of training to enable trainee teachers to demonstrate that they have met the specified standards and formalise this in an individual training plan to be agreed with the schools at which trainees are to carry out the training;

¹¹ The trainee entry and selection requirements are minimum standards. Individual employment-based ITE providers or the approved organisation may have additional criteria they wish to use and can do so provided the minimum standards are met.

EBR2.2 ensure that trainees' personal skills in literacy and numeracy are regularly and accurately assessed throughout their training; and at the point that trainees are assessed as having met the Qualified Teacher Status Standards that the standard specified under EBR1.5 are still met;

EBR2.3 ensure that trainees' achievement against the specified standards is regularly and accurately assessed, and satisfy themselves that all trainees have been assessed against and have met all the specified standards before confirming to the appropriate body¹² that they can be notified that they are qualified teachers;

EBR2.4 ensure that training takes account of individual training needs, in particular that:-

- (a) the length of the proposed period of training is appropriate to trainees' needs for practical teaching experience; and
- (b) the schools at which trainees are employed or undertake training are able, for the duration of the training programme, to provide what is needed to enable the trainee to meet the specified standards;

EBR2.5 prepare all trainee teachers to teach across at least two consecutive Key stages;

EBR2.6 ensure that:-

- (a) in the case of a first application for the GTP or ATGP, where the trainee will be employed full-time, the training programme is not less than three months or one academic term and not more than one academic year¹³;
- (b) each trainee on the GTP or ATGP has experience in a second or other supporting school(s) in addition to the time at the school where they are employed;
- (c) a minimum of 50 days' training time per academic year¹⁴, separate from the teaching timetable, is undertaken in a school setting, including placement in school(s) other than the one where trainees are employed. Teaching practice in settings other than schools where trainees are employed may also count towards this total provided they enable trainees to work towards meeting the specified standards; and

¹² At the time of publication, the appropriate body under the 2012 Regulations is the Education Workforce Council ("the Council"). Welsh Ministers may also notify persons that they are qualified teachers but has agreed arrangements with the Council for it to handle all cases other than in exceptional circumstances

¹³ In cases where a trainee is employed part-time, these periods should be extended on a pro-rata basis. For example, if a trainee is employed part-time at a rate equal to half that of full-time employment, a GTP training programme should be not less than six months or two academic terms and not more than two academic years.

¹⁴ In cases where a trainee is employed part-time, this period should be reduced on a pro-rata basis. For example, if a trainee is employed part-time at a rate equal to half that of full-time employment, a training programme should include not less than 25 days' training time per academic year, separate from the teaching timetable, undertaken in a school setting.

(d) each trainee on the GTP should receive the equivalent of a minimum 10 days university-led training organised by employment-based ITE providers.

EBR2.7 ensure that all those on employment-based teacher training programmes receive training in the teaching of literacy and numeracy appropriate to the phase and subject being studied and that this forms an integral part of the programme;

EBR2.8 ensure that all those who are assessed as meeting the specified standards receive and are supported in completing a Career Entry Profile; are informed about the statutory arrangements¹⁵ for the induction of newly qualified teachers and have been helped to prepare for these.

EBR2.9 ensure that trainees are familiar with the most recent national guidance on child protection and safeguarding.

EBR3: Management of partnerships with schools

All providers of accredited ITE programmes must:-

EBR3.1 work in partnership with schools to:-

- plan and deliver individual training programmes
- select and place trainees
- assess trainees against the specified standards.

EBR3.2 set up agreements with schools which:-

- agree the role of everyone involved in the delivery of the individual training plan
- agree the arrangements with everyone involved for the delivery of the individual training programme
- make clear how resources are to be allocated to those involved in the delivery of the individual training plan.

EBR3.3 ensure that the partnership with the school works effectively and that the training is co-ordinated and consistent, with continuity across the various contexts where it takes place.

EBR4: Quality assurance

All providers of accredited ITE programmes must:-

EBR4.1 ensure that trainees have access to the books, information communication technology and other resources they need – relevant to the

¹⁵ The statutory induction arrangements for newly qualified teachers are set out in sections 17 to 19 of the Education (Wales) Act 2014 and the Regulations made under them being the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 (S.I. 2015/484).

age ranges and subjects they are training to teach – to develop trainees' knowledge, understanding and skills to at least the specified standards;

EBR4.2 ensure that rigorous internal and independent external moderation procedures are in place to assure the reliability and accuracy of assessments;

EBR4.3 ensure that issues concerning quality raised through internal and external moderation are investigated and addressed to improve the training;

EBR4.4 systematically monitor and evaluate all aspects of provision to improve its quality. Systems should be in place to:-

- identify targets for improvement
- review provision against these targets
- specify the action to be taken to secure improvements
- ensure that the specified action is taken, and that it leads to improvement.

EBR4.5 if they regularly provide training, benchmark their performance over time, and against similar providers, using externally and internally produced evidence to inform target-setting and planning for improvement.