

INFORMATION SHEET 001: TEACHING IN THE EDUCATION AND TRAINING SECTOR



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GENERAL INTRODUCTION

Although there is no legal requirement to have a prescribed teaching qualification in order to teach in publicly funded post 16 education and training in England, you are likely to find that possession of, or willingness to gain, a recognised teaching qualification is included as an essential or desirable criterion for appointment to teaching posts. Possession of a teaching qualification would probably enhance your chances of appointment.

Qualifications for the sector are:

- Level 5 Diploma in Education and Training - 120 credits
- Level 4 Certificate in Education and Training - 36 credits
- Level 3 Award in Education and Training - 12 credits
- Level 5 specialist qualifications for teachers of English, maths, English for Speakers of other Languages (ESOL) and for teachers working in Special Education Needs and Disabilities (SEND) – 120 credits

Please note that some universities may adopt entirely different titles for their qualifications. For example, they may be called PGCE in Post Compulsory Education and Training (PCET), Certificate of Education (CertEd), Post Graduate Diploma or Professional Diploma. This is of no significance as they all qualify you to teach in the further education sector. Employers do not discriminate on the basis of the title of the qualification or where you obtained it.

WHAT IS COVERED BY PUBLICLY FUNDED POST 16 EDUCATION AND TRAINING?

The largest part of the sector is colleges of further education. These tend to be large organisations offering a wide range of academic, professional or vocational qualifications to a diverse cohort of full and part time students from age 16 upwards. Some colleges of further education have particular specialisms often linked to the local economy; eg some rural colleges may specialise in agriculture or animal husbandry, some urban colleges may have close links with engineering or with retail industries, and these are reflected in the courses and qualifications on offer. Generally, FE colleges offer a broad curriculum to meet a broad set of learning needs from entry level to higher professional qualifications.

There are a considerable number of 6th form colleges catering for 16 – 19 year olds. These offer mainly academic qualifications: GCSEs, AS and A levels.

Adult and Community Learning providers seek to meet a wide range of learning need from entry level to vocational and recreational courses and tend to attract the older (21+) learners.

Work Based Learning is offered within the workplace or by training organisations often working in partnership with employers and sometimes colleges of further education. The courses and qualifications tend to be vocational and include apprenticeships.

The sector also includes Offender Learning which takes place in prisons or youth offender institutions. Courses in offender institutions often focus on entry level and employability skills, including some vocational qualifications, but also some academic subjects.

Many voluntary and charitable organisations (Third Sector) also provide courses, often in

entry level and employability skills and some specialist areas.

Most of this provision is funded by the government through the Education and Skills Funding Agency which replaced the Skills Funding Agency (SFA) and the Education Funding Agency (EFA) in April 2017.

WHAT ARE THE QUALIFICATIONS AND HOW DO I ACCESS THEM?

The full teacher qualification – full-time or part-time

This is the **Diploma in Education and Training (DET)**. This qualification can be gained through a **one year** programme usually within a university teacher training department. Part of the year will be spent on placement (at least 100 hours) in a partner FE college or similar environment which is arranged for you by the university. This provides practical teaching experience and you will be observed and assessed on your performance. The Total Qualification Time (TQT) required for this is recommended at 1200.

Courses usually follow the academic year - September to June - and comprise around 12 hours a week of supervised study time. Arrangements can vary from university to university and there may be more flexibility, so it is best to enquire locally about exact details.

The Diploma in Education and Training can also be gained through a **two year part time** programme, and this is the most popular route into further education teaching. Qualifications may be validated by universities or by awarding bodies such as Ascentis, City & Guilds, Pearson etc.

Courses often take place in a college of further education. Usually you would need to find your own teaching placement (paid or voluntary) before completing enrolment. If you are unable to gain any paid teaching hours, you can contact colleges to negotiate an unpaid placement. Alternatively, and depending on your subject area, it may be possible to find volunteering work within the community and voluntary sector.

Private training providers also offer awarding body validated courses, including some shorter more intense programmes.

You are advised to check the teaching practice, observation of teaching, and mentoring arrangements carefully prior to signing up for any course.

It is permissible to work in a paid capacity as a teacher without a qualification but it may be a condition of employment that you enrol on and achieve the qualification within a specified timescale. For many teachers this is an **in-service** qualification route as opposed to the **pre-service** route offered within the one year model.

The recommended Total Qualification Time (TQT) for this qualification is 1200 hours.

SPECIALIST SUBJECTS

Most teachers in further education take a generic teaching qualification, but if you plan to teach any of the following subjects, your best option is to enrol on a course at Level 5 or above that integrates the subject specialism within your initial teacher training qualification:

- [Mathematics \(Numeracy\)](#)
- [English \(Literacy\)](#)
- [English \(ESOL\)](#)
- [English \(Literacy and ESOL\)](#)
- [Working in Special Educational Needs and Disabilities \(SEND\)](#).

The recommended Total Qualification Time (TQT) for the integrated subject specialist courses is 1200 hours, except for the combined English (Literacy and ESOL) which is 1350 hours.

There are also 'stand alone' diplomas in each of these subjects which can be taken as an additional specialist qualification after you have gained your generic DET.

The recommended Total Qualification Time (TQT) for the stand alone subject specialist diplomas is 450 hours, except for the combined English Literacy and ESOL) which is 600 hours.

LOWER LEVEL TEACHING QUALIFICATIONS

Some employers may not require you to have the full teaching qualification, and you may wish to consider taking one of the following qualifications.

CET / Certificate in Education and Training

The **level 4 Certificate in Education and Training (CET)** offers 36 credits and comprises 120 taught hours of study plus 30 hours of required supervised teaching practice.

The recommended Total Qualification Time (TQT) required for this qualification is 360 hours.

AET / Award in Education and Training

The **level 3 Award in Education and Training (AET)** is offered as a threshold award by many course providers. It consists of 30 hours of taught study usually over 10 – 12 weeks in a college of further education. It gives an introduction to teaching adults and you will gain a preliminary understanding of lesson planning, delivery and assessment. It is also an indication to a prospective employer that you are on the route to the qualification and may help you find some paid work.

The recommended Total Qualification Time (TQT) required for this qualification is 120 hours.

You can find more detailed information about all the Education and Training qualifications at [this link](#).

ENTRANCE REQUIREMENTS FOR THE FULL TEACHING QUALIFICATION

Applicants need to be qualified and / or experienced in the subject they wish to teach. For academic subjects this would typically be at degree level. For those teaching on professional courses candidates should hold the appropriate qualification e.g. accountancy lecturers should be professionally qualified. For those teaching vocational subjects candidates should have an appropriate vocational qualification usually minimum level 3. Professional or industry experience may also be expected.

Entry level English, ESOL and maths tutors need to be able to demonstrate level 3 competencies in literacy and numeracy.

HOW TO APPLY

To apply for a place you normally make direct application to the university, college or training provider where you want to study. We can send you a list of course providers in your region if you let us know where you are based.

Some universities accept application through UCAS Teacher Training (<https://www.ucas.com/ucas/teacher-training>) . You can find these by selecting Further Education in the search tool on their website, but you can also contact the university to see if they accept direct application

Applications for one or two year courses at university should be made as early as possible, typically January. Those applying for two year courses in colleges of further education should apply from March onwards.

FUNDING AND STUDENT SUPPORT FOR COURSES

Course fees

Teacher training course providers charge variable tuition fees for initial teacher training. The amount actually charged will vary from institution to institution and you should check with your preferred provider(s). Universities typically charge higher fees than colleges of further education.

Financial support in the form of higher education student loans may be available through Student Finance England - www.studentfinanceengland.co.uk.

Additional funding

Means tested, non-repayable maintenance or special support grants may be available depending on individual circumstances.

Repayable maintenance loans may be available for one year courses.

See our separate information sheet 005 for more detailed information about financial support.

Bursaries

For courses in 2018/19, the Department for Education is offering bursaries for suitably qualified candidates training to teach maths or English. Eligibility requires possession of a first degree in an appropriate subject and payments are £25,000 for maths and £15,000 for

English. More details available at: <https://www.feadvice.org.uk/want-work-sector-i-want-be-teacher-fe/incentives-new-teachers>

WORKING IN PUBLICLY FUNDED COLLEGES OF FURTHER EDUCATION

Salaries

There are no national pay scales for working in colleges of further education. Pay scales are determined by local negotiation between college managements and employee representatives. Newly qualified teachers in permanent full time posts typically start at around £24000 and progress up a main grade lecturer salary scale to about £36000. To move onto higher salary levels, teachers are expected to take on supervisory or curriculum management responsibilities and to progress through separate management spine pay scales.

Many lecturers in further education work part time (sessional lecturers) and these are paid at hourly rates dependent on the level of course taught. Teaching on higher level courses pays more than lower level courses.

Recommended pay scales are indicated by the largest college union (UCU) at https://www.ucu.org.uk/fescales_england

Conditions of service

There are no national conditions of service. These again are negotiated locally. Typically full time lecturers spend 35 hours in college and teach for around 24 hours per week. Holiday entitlement varies. The general model is 40 days (8 working weeks) holiday per year plus public holidays.

UCU recommended conditions of service can be found at <https://www.ucu.org.uk/article/1976/Conditions-of-employment>

WORKING IN 6TH FORM COLLEGES

Most 6th form colleges work within national pay scales and conditions of service for school teachers. You can find these for 2017/2018 at:

<https://www.teachers.org.uk/members-reps/6th-form-teachers>

WORKING FOR OTHER EMPLOYERS IN FE

Teachers, trainers, tutors and lecturers may find themselves working for a range of organisations and providers. These could be teacher supply agencies, private or voluntary training organisations, adult and community learning providers etc. There are no standard levels of pay and conditions of service except those governed by national or European legislation

THE SOCIETY FOR EDUCATION AND TRAINING (SET)

This is the professional body for teachers in publicly funded post 16 education and training.

All teachers in the sector may join the Society for Education and Training (SET), their website can be found at <https://set.et-foundation.co.uk/>.

Registering is simple and done online. A registration fee is payable annually. The main requirement of membership is that you keep yourself up to date and for this you have to submit a record of your *continuing professional development* (CPD) activities over the year.

As a member of SET you may wish to gain Qualified Teacher Learning and Skills (QTLS) status. This is conferred by SET through a process called Professional Formation. Ask us for more information.

APPLYING FOR WORK

Sources of job vacancies

Jobs are advertised in many publications and online.

Teaching jobs are advertised in the following newspapers:

Times Education Supplement (TES) on Fridays: <http://www.tes.co.uk/jobs>

The Guardian on Tuesdays: <https://jobs.theguardian.com/jobs/further-education/>

There are also a variety of online outlets including:

FECareers: www.fecareers.co.uk

FE Jobs: <http://www.fejobs.com>

Teach FE: <http://www.teachfe.com>

Jobs.ac.uk: <http://www.jobs.ac.uk>

AOC: <http://www.aocjobs.com/jobs/lecturer/>

Employers sometimes take on unqualified teachers particularly if they find it difficult to recruit for certain subjects.

Most employers will issue a person specification for vacant posts. These will specify what essential or desirable qualifications, experience and characteristics the applicant must have to be shortlisted for appointment. It is important for you to address these criteria in your application.