



# How to get into teaching



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## Glossary

# Introduction

**Welcome to the CCCU ebook about how to get into teaching.**

Whether you don't yet have a degree, want to do a postgraduate qualification, or you're an unqualified teacher looking for Qualified Teacher Status (QTS), this ebook is for all Home students in the UK who want to become a fully qualified teacher in primary, secondary, or further education.

Our aim is to help you as much as we can through your teaching journey, from deciding which route to take to explaining those all-important teachers' standards. This ebook is specifically aimed at students who are looking to teach in the UK. Therefore, any information about teaching English as a second language isn't included here.

Firstly, we recommend that you start with the quiz in Chapter 1 to see which course is best for you and then flick through to the relevant course page. We also recommend that you read through the chapter 'Gaining QTS', and what will happen during your Early Careers Teacher (ECT) years.

Throughout this ebook, there are a lot of acronyms and abbreviations mentioned that are used throughout the sector. As your teacher training progresses, you'll become more familiar with the language. But in the meantime, there's a glossary to help you.

# Chapter 1: Different routes into teaching

## Why teaching?

Teaching really is one of the most rewarding careers you can choose. Guiding children, young people, and adult learners to help them discover who they are and what they want to do in life is one of the most important and gratifying parts of the job. The opportunity to shape minds and witness their growth is an unparalleled experience.

What's more, no two days will ever be the same as you foster a dynamic classroom environment where creativity and problem-solving are essential. You'll also commit to lifelong learning as you learn and adapt to new technologies, teaching methods, and curriculum, instilling a growth mindset within yourself.

Whilst undeniably demanding, particularly in your first few years, there are other perks of teaching that you'll benefit from:

- **A competitive starting salary of £31,650**
- **Extended time off**
- **Career progression.**

So, if this seems like a journey that you're ready to embark on, then let's get started.

## A note on GCSE qualifications

Whichever route you take, you will have to evidence that you have achieved grade C/level 4 in maths and English GCSE, or equivalent. To teach primary, you must also have a grade C/level 4 minimum GCSE in science.

If you don't have these GCSE qualifications and are currently sitting them, you can still apply for a course whilst doing so. However, you will need to have gained these qualifications before beginning your course.

## If you want to teach in further education

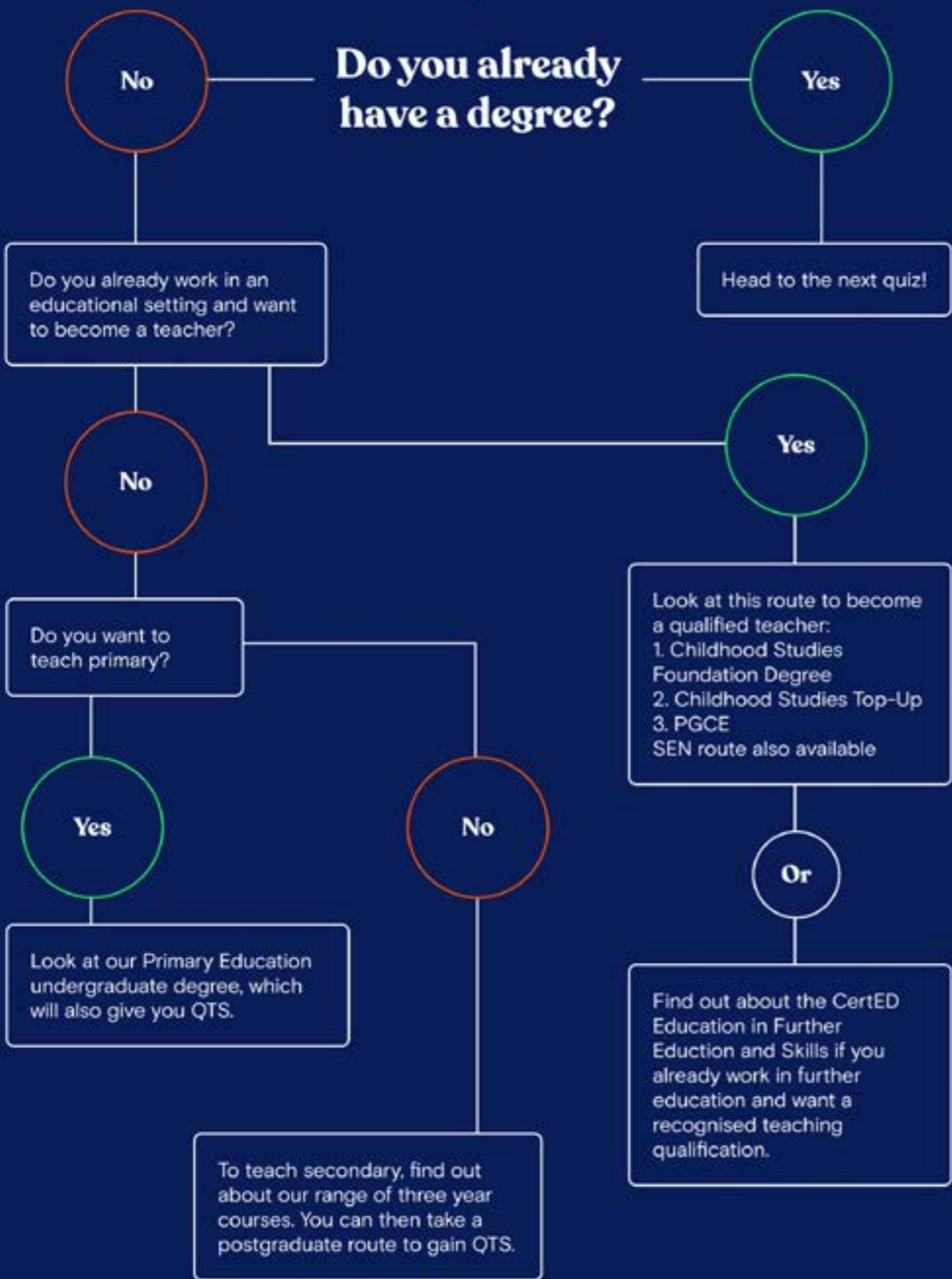
Training to teach in further education (FE) does differ from training to teach primary or secondary, so if you're set on teaching in FE, then it's important for you to understand these nuances.

Firstly, gaining QTS isn't necessary for teaching in FE. Rather, you'll need to aim for eligibility for Qualified Teacher Learning and Skills (QTLS) status. Both our PGCE FE and Education in Further Education and Skills courses meets one of the eligibility criteria for gaining QTLS.

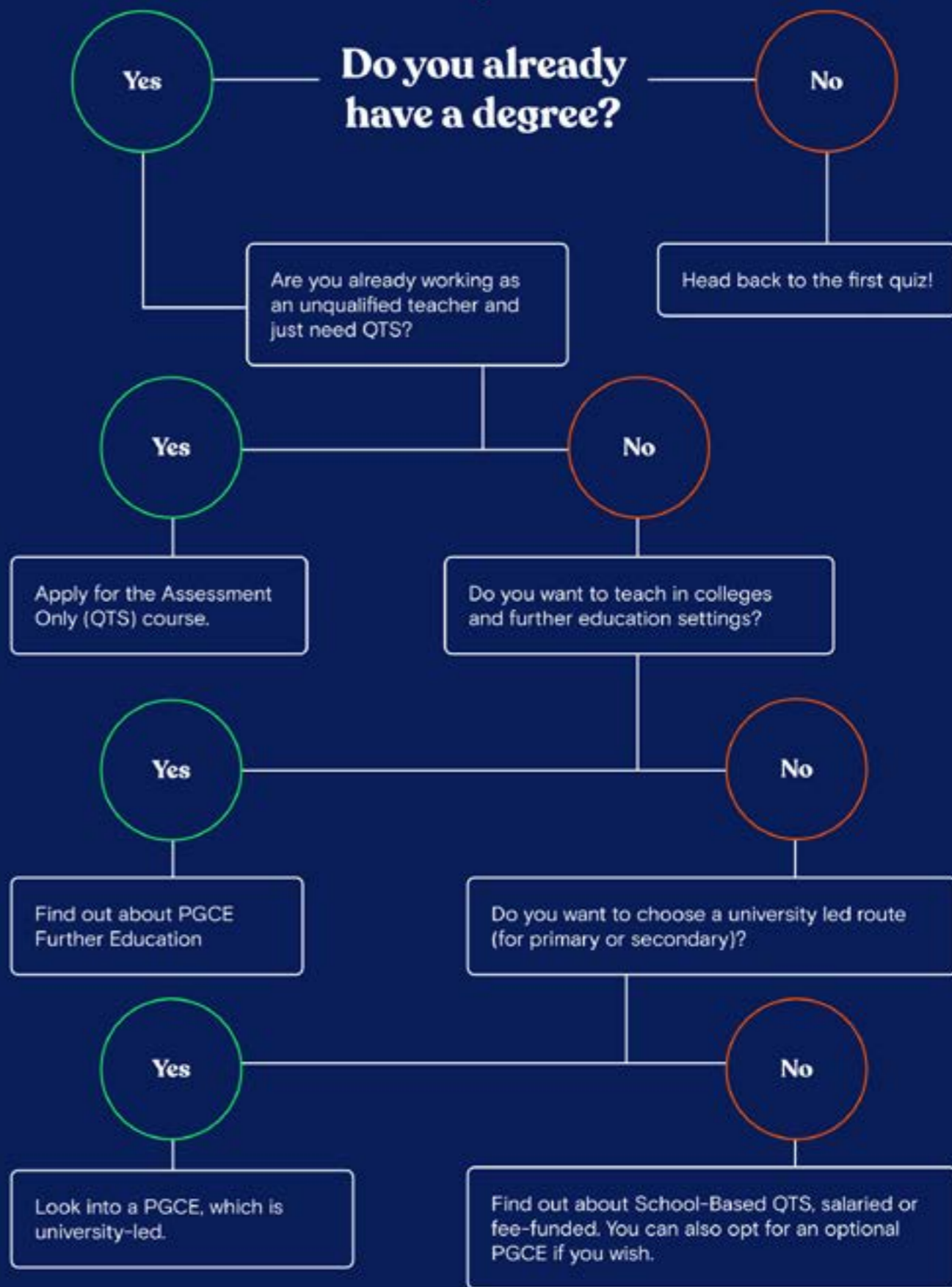
In order to gain full QTLS, you must meet the [full eligibility criteria that's set out by the Society for Education and Training \(SET\)](#).

In addition, reference to the teachers' standards and ECT period isn't applicable to those in FE. Therefore, any information regarding QTS, teachers' standards, and ECT isn't relevant within FE.

Which route is best for you?



Which route is best for you?



# Initial teacher training (ITE) courses

## Undergraduate Primary Education with QTS

With a [Primary Education degree](#), you'll gain QTS upon completion of your course, and we are proud to be the only undergraduate teacher training provider in Kent.

Taking a research-based approach to primary education, you'll learn how to guide, support, and understand how to improve the lives of children with a course structure that blends both the practical and theoretical. With an emphasis on social justice, inclusion, and diversity, you'll graduate a well-rounded and empathetic professional.

You'll learn how to confidently implement the curriculum, behaviour management, planning and assessment. Upon graduation, you'll be able to implement these skills and processes whilst confidently evidencing the teachers' standards.

During your degree you'll be placed in a range of diverse school settings. With thousands of resources available and expert subject specialists in every area of the curriculum, you will be supported throughout this three-year degree.

We also maintain strong, close-knit connections with our students, partnerships, and mentors, so you are continuously guided throughout both your degree and as an early career teacher (ECT).

## PGCE Primary with QTS

If you're a graduate looking to become a primary school teacher, then you can do this with a [PGCE Primary](#). Designed for postgraduates, this course will enable you to teach both KS1 and KS2 as you gain QTS upon successful completion. You'll also be able to register with the Teacher Regulations Agency (TRA), which is an essential requirement for teaching.

This dynamic and innovative course will prepare you for teaching children between 3-11. You may have the option to request your preferred age phase to ensure that you receive relevant experience during your placement: 3-7, 5-11, or 7-11.

You may also be able to apply for a placement in a Special Educational Needs (SEN) school setting, which will be taken into consideration.

You'll gain experience in working with exceptional teachers in primary education, whilst also having a school mentor for full guidance and support.

By the end of this course, you'll be confident in front of the classroom, as well as understanding how to effectively plan lessons, teach phonics, and you'll know how to demonstrate your understanding of the teachers' standards.

You will also gain Master's credits during your course, which will give you the option of further postgraduate study upon successful completion.

## PGCE Secondary with QTS

If you're a graduate looking to become a secondary school teacher, then you can do this with a [PGCE Secondary Education with QTS](#). With a rewarding career in secondary teaching, you'll learn how to confidently educate and change young people's lives.

Combining cutting-edge theory and practice, you'll gain both an academic and practice-based understanding of secondary teaching. Taking a research-based approach to education, you'll learn how to guide and support children between 11-16, with sixth form enhancement, depending on your subject. With an emphasis on social justice, inclusion, and diversity, you'll graduate a well-rounded and empathetic professional.

During your placements, you'll learn from practising teachers, as well as having a school-based mentor to ensure that you are fully supported throughout. This will help you engage and reflect on your teaching practice as you continue through the degree.

What's more, by the end of the course you'll become proficient in following the teachers' standards that all teachers must adhere to throughout their profession. You will also gain Master's credits during your course, which will give you the option of further postgraduate study upon successful completion.

Upon successful completion of the PGCE Secondary, you'll be recommended for QTS with the TRA, which is essential for you to continue onto your early career teacher (ECT) period.

## PGCE Further Education with QTLS

[Become a qualified teacher in further education](#) and become eligible to apply for Qualified Teacher Learning and Skills (QTLS) status. This innovative and practical course will enable you to apply for QTLS status through membership of The Society for Education and Training after graduating.

You'll take an evidence-based and research-informed approach to Initial Teacher Education (ITE), which will equip you with the knowledge, understanding, and skills you need to improve the lives of young people and adults across the FE and Skills sector.

If you choose CCCU, there are two options of learning to choose from depending on your time schedule:

- **Full-time, one-year at CCCU**
- **Part-time, two-years at our partner college, College of Haringey, Enfield and North-East London.**

Whether you learn at the University or our partner college, you'll be taught by subject specialists. You'll also benefit from learning on placement, to which CCCU has a diverse range of settings available. This will ensure the development of your specialist subject and pedagogical knowledge as you learn from experienced and knowledgeable education professionals.

Upon successful completion of this course, you will gain 120 credits, 60 of which are at level 7, which is equivalent to Master's level credits.

## School-Based training with QTS and optional PGCE

If you're looking for a training route that's primarily based in a school, then a school-based course is the best option.

There are two options to choose from:

- [School Based with QTS SCITT \(School-Centred Initial Teacher Training\) with optional PGCE](#)
- [School Based with QTS with optional PGCE](#).

The only difference between these two options are the schools. For the SCITT, you have a choice of three schools to complete your training in, which is made up of:

- **Ashton on Mersey School**
- **Orpington Primary School**
- **Orpington Secondary School.**

These schools form the Bromley Schools Collegiate, which is a teacher training provider. Essentially if you choose the SCITT, then you'll only be able to do your ITE training in one of the above schools, depending on which subject you want to teach and the availability of space within each school.

With the latter School Based with QTS, you'll have a separate choice of schools to apply to that do not include the above schools.

This practical, schools-based training means you'll primarily be learning 'on the job'. Because of this, it's not mandatory to complete the PGCE, but it's an option if you wish to attend University to complete the additional Master's credits. Simply speak to your school if you choose to complete the PGCE element of this course.

Throughout your training, you'll be paired with a mentor. This means you'll be supported throughout and will have the opportunity to reflect and improve upon your practice, with the help of teaching and subject specialists.

You'll also be placed in a second school setting throughout the training year, giving you the experience within an alternative educational environment. If you decide to undertake the PGCE, you'll need to attend University for an extra 13 days.

Whether you choose to do the SCITT or not, upon completion of this course, you'll graduate with QTS, ready to begin your ECT period.

## Assessment Only

[Assessment Only](#) is an employment-route to QTS for those with a minimum of two years of recent teaching experience as an unqualified teacher, and with at least six months in their current school setting.

This 12-week course is designed for unqualified teachers who are already meeting the teachers' standards at a good or high level and would therefore not need to undertake a full training course to achieve QTS.

Gaining QTS will give you parity with other qualified teachers across the country. It will also enable you to teach in any school in the UK, whether it's an independent or a maintained school, and will allow you to teach at any level.

## CertEd in FE

This is a part-time course designed for those already working in the diverse and rewarding further education and skills sector. You may be teaching in:

- **further or adult education**
- **a school teaching a vocational subject to those in the 14+ age-range**
- **another public or private organisation.**

Successful completion of the [CertEd Further Education and Skills](#) will enable you to gain a recognised teaching qualification. This qualification meets one of the [eligibility criteria](#) that may enable you to apply to undertake professional formation, which leads to Qualified Teacher Learning and Skills (QTLS).

Taking an evidenced-based and research-informed approach to initial teacher education will equip you with the knowledge, skills, and behaviours you need to improve the lives of young people and adults.

## Childhood Studies route

If you already work in an education setting and you're looking to become a fully qualified teacher alongside working, then the Childhood Studies route is perfect. You can also opt to specialise in Special Educational Needs (SEN) with our SEN routes for foundation and top up degrees.

This route to gaining QTS is as follows:

1. [Childhood Studies Foundation Degree \(with or without SEN pathway\)](#)
2. [Childhood Studies Top-Up Degree \(with or without SEN pathway\) – leading to a full bachelor's degree](#)
3. **PGCE with QTS\*.**

From being immersed in the educational setting and engaged in academic study, you'll deepen your knowledge and understanding of how children and young people learn in different contexts.

You will examine child development from a range of perspectives exploring psychology, sociology, policy, and the history of education. You'll study the relationship between theories of child development and practical application in the workplace.

On the SEN pathway, you'll explore the childhood issues related to SEN in greater depth. The practical nature of this course means you'll be able to apply newly acquired knowledge directly to your work, as an evidence-informed professional.

Upon completion of the Top-Up degree, you'll be ready to embark onto the PGCE, leading you to QTS See Chapter 4.

\*If you're keen to apply for PGCE Secondary on this route, this would depend on your subject-specific qualifications. Students usually opt for PGCE Primary through this route. Please ensure you meet all requirements for if you want to teach at secondary level.



# Chapter 2: Applying for your course and funding

Depending on which course you've chosen, there are a few different application options. Applying instructions should be on the relevant course page, so be sure to check online.

Applications open from October, and you'll need to have all your qualifications to hand, including GCSEs. If you don't have the relevant GCSEs then you can still apply, but you will need to pass them before you start your course. You'll also need to have written your [personal statement](#) and have two reference details ready.

On the next page are instructions for how to apply for the courses that we provide.

## How to apply

**Primary Education:** Like with the majority of our undergraduate courses, simply apply via UCAS (UCAS code: X122). You'll have to fill out a UCAS application, which is a little lengthy. But don't worry. You can head to our website to find out [how to complete your UCAS application](#) with our handy step-by-step guide.

**PGCE and School Based:** For all postgraduate courses, you must [apply via the government website](#).

**Assessment Only:** You can [apply for this 12 week course via our website](#) on our system which is called MyRecord. Select the Apply button at the top of the page.

**CertEd Education in Further Education and Skills:** Simply [apply via our website](#) on MyRecord. Select the Apply button at the top of the page.

**Childhood Studies route:** This route includes three qualifications:

- **FdA Childhood Studies Foundation degree:** [Apply via UCAS](#) (UCAS code: X321)
- **BA (Hons) Childhood Studies Top Up:** [Apply via UCAS](#) (UCAS code: X326)
- **PGCE:** [Apply via the government website](#).

## The interview

Most courses that help you get into teaching will ask you for an interview. This is a great opportunity to showcase your abilities and experience, and to really show your passion for why you want to become a teacher.

At CCCU, you'll have a different interview depending on which course you take.

For our primary courses you'll be invited to a remote interview which will consist of two parts:

- **a short presentation activity consisting of a 3-5 minute presentation on an educational topic or current issue in education**
- **a formal interview with one of our academics.**

The remote interview for our PGCE Secondary course is very similar to that of the primary interviews, apart from the presentation topic. For your presentation topic you'll be required to present on a specific subject briefing, which can be found on our website.

For the PGCE Further Education interview, you'll be required to sit a comprehension and written task relating to a key issue in current post-compulsory education and training, which will be sat live during the remote interview. You'll also be interviewed by one of the Further Education and Skills team, discussing current issues in the sector, your experience, and the skills needed to succeed in teaching. This interview should take around 90 minutes altogether.

All information regarding [remote interviews](#) including preparation tips, presentation briefings, and other important information, can be found on our website.

Remember that different ITE providers may have a different interview process to CCCU, so please be sure to check this with your relevant institution.

## Previous experience

Having previous, relevant experience before applying isn't compulsory for your application, but it is beneficial. Previous experience can include volunteering in a school, tutoring, or childminding. If you have any classroom experience, then this is a bonus.

We recommend you [gain some experience](#) before applying to train to illustrate your drive and willingness to enter the profession. It also gives you the opportunity to see what the job role entails and will give you more of an awareness of the career that you're about to embark on.

Gaining relevant experience also reduces the chance of you deciding to drop-out or switch courses as you're already aware of the demands of teaching before committing to a teaching qualification, enabling you to tackle challenges better if issues arise during your training.

Embarking on a teaching qualification, particularly a PGCE, can initially be a little overwhelming after completing your bachelor's degree. So, the more experience you have, the better prepared you'll be for when you start the new academic year.

## Funding

There are four main types of funding available for teacher training. Depending on your circumstances and which route you choose to take, you may be eligible to apply for multiple funding options below:

- **Tuition loan and maintenance loan:** Provided by [Student Finance England](#), this is the loan that you apply for when looking to study an undergraduate or PGCE course.
- **Tax-free government bursary:** Depending on which subject you want to teach, you may be entitled to a government bursary on top of your student finance. However, this award isn't available for every subject, including primary, or if you're receiving a salary during teacher training. Check out the [Get Into Teaching website](#) to see how much you can get for your chosen subject. For teacher training in further education, go to the gov website for [updated information for FE bursaries](#).
- **Bursary for veterans:** This government bursary of £40,000 is an incentive to get ex-servicemen and women into teaching, starting on an undergraduate course. This only applies to ex-forces if you have been out of service within five years and want to study specific subjects. Find all the information you need on the [government website](#).
- **Salaried courses:** If you choose a salaried course, you won't be able to benefit from the above funding options. However, you will be paid an unqualified teacher's salary, which is dependent on which school you work in. Unlike the government bursary, you will be taxed on your salary.

Remember to check which scholarships your university also offers. For example, you may be eligible for the following awards that we offer here at CCCU:

- **Sport Scholarship**
- **Care Leaver's Bursary**
- **CCCU Grant.**

Check out our [scholarships and bursaries page](#) for more information on what we offer.

# Chapter 3: Myth busters and FAQs

There are a lot of myths around teaching, particularly online and within the media. But before you embark on your training, we want you to feel completely informed. So, here are some myth busters and answers to your most popular questions.

## 1. Do I need relevant experience before I apply?

It's not compulsory to have experience before you apply but we really do recommend it as this will give first-hand insights into what the profession is like.

## 2. "Teaching is poorly paid." Is this true?

Not quite! With the average graduate salary starting from £25,000, an ECT teacher earns £31,650. And if you're teaching in London, it's more.

There's also room for financial and professional progression. Whether you want to progress in a pastoral route, or become Head of Department for example, this added responsibility comes with a pay rise.

Here are the pay bands for a teacher's salary:

Spine	Rest of England	London Fringe	Outer London	Inner London
<b>M1</b>	£31,650	£33,074	£36,412	£38,766
<b>M2</b>	£33,483	£34,973	£38,318	£40,608
<b>M3</b>	£35,674	£37,140	£40,321	£42,535
<b>M4</b>	£38,034	£39,495	£42,430	£44,556
<b>M5</b>	£40,438	£41,870	£45,000	£47,069
<b>M6</b>	£43,606	£45,037	£48,531	£50,288

### 3. How long can I take to complete my ECT period?

There is no specific time frame to complete your ECT period, but the sooner you complete it after gaining QTS, the better. Depending on your personal circumstances, you may be eligible to extend your ECT period so you can pass.

For more information about the ECT period, head to chapter 5.

### 4. "Every school is the same."

This definitely isn't true. Each school is different and, depending on your teaching style and ethos, you may not suit every school. It all depends on where you like to teach. Some differences that schools have include:

- **different curriculums**
- **different behaviour policies**
- **different SEN support**
- **different class sizes**
- **different school times and number of lessons.**

The list continues! Before you apply for jobs at schools, we recommend you book in a tour around the school to really get a feel for what it's like. You could then speak to students and staff, and may even have the opportunity to speak to one of the Senior Leadership Team or the Headteacher.

Booking an initial tour before applying shows your initiative and gives you a chance to present yourself in the best way possible too.

### 5. Can I still apply to teach if I have a degree but not my GCSEs maths and English?

Unfortunately not – in order to start your ITE year, you need to evidence that you have at least grade C/level 4 or equivalent in maths and English and, if you're opting to teach primary, you need at least grade C/level 4 or equivalent in science. Even if you have a degree.

Having these fundamental qualifications evidence that you're able to use basic maths and English, which is essential in every teaching role.

If you don't have your GCSEs yet, you can still apply, but you'll need to have passed both maths and English before you start your course.

### 6. Do I have to join a union?

It's not compulsory to join a union but you can. You can even join a union as a trainee as you'll be in the classroom during this time. You may even get free or discounted membership as an ITE student.

There are a few different unions to choose from including:

- **NEU**
  - **NASUWT**
  - **UNISON.**
- plus more options available.

If joining a union, it's best to do your research into each so your specific needs and expectations are met.

## 7. “The workload is too much in the beginning.”

We won't lie – teaching comes with a lot of work and a lot of admin. And it can be quite overwhelming at first. But once you find your feet, and you have your lesson plans ready, teaching becomes a lot easier.

What's more, you'll teach on a reduced timetable during your training and ECT years, so you won't have a full teaching timetable until the third year of your career. This gives you time to focus on your university work and other pieces of work you have to do in order to pass your ECT period.

## 8. Can I specialise in a subject that wasn't my degree?

In short, it depends on your level of subject knowledge. If you studied Film and Media for example, you can apply to be an English teacher, but you must demonstrate your level of subject knowledge during your ITE interview.

If your subject knowledge isn't quite up to standard, you can do a subject knowledge enhancement (SKE) course before you start your teacher training. This is usually an online course that ranges from 8-25 weeks.

Depending on your knowledge gaps, your ITE provider will recommend which course length will be best suited to you. But don't worry, there is a part-time option to choose as well. [Find out more about the SKE course](#), including the SKE bursary and eligibility criteria on the Get into Teaching website.

During your training year, you'll have time to enhance your subject knowledge so you're fully prepared for teaching a subject that you may not have studied before.

Remember, you don't need to have a degree in the subject you're teaching, especially if you're teaching at primary level.

If you're worried about your lack of subject knowledge, you can always look at the curriculum and different exam boards to see what they cover before you attend your ITE interview.

## 9. “You spend hours marking as a teacher.”

This isn't necessarily true. Like we mentioned in number 4, every school is different. Some schools have a heavy marking policy, where you have to deep mark each week/month/term etc. Some schools may only have a live marking policy, where you mark during class time only.

It all depends on the school's framework and marking policy, and it's a good question to ask when researching schools during your job applications.

## “Teaching is an easy job with paid holidays.”

I'm sure we've all read this somewhere before. But it simply isn't true. Whilst teaching is one of the most rewarding jobs you can do, it isn't the easiest job. In the beginning, expect long hours and a lot of admin. But don't worry – this does get easier as you get better.

And as for the “free holidays”, teachers get paid pro-rata so this isn't the case. But it is nice to have some time to recuperate throughout the year and, depending on your workload and time management, you may not have to take work home.

Teaching is one of the best careers you can choose. So, if you want to transform lives, benefit from career progression, and teach a subject you love, then teaching is definitely for you.

## How to achieve QTS

# 1

### Choose a course that offers QTS

Before you apply, make sure that your course offers QTS upon completion.

### Choose a course that offers at least two contrasting placements

Ensure that you have the opportunity to gain practical experience in at least two school settings.

# 2

### Demonstrate the teachers' standards

Throughout your course, you'll be required to demonstrate each of the nine teachers' standards. You must evidence these throughout your placements.

# 3

### Register with the Teaching Regulation Agency

You can register with the TRA once you have successfully completed your course and gained QTS.

# 4

## Chapter 4: Gaining QTS

QTS stands for Qualified Teacher Status, and it's a term that will be mentioned a lot throughout your training. Ultimately, this is what you need to achieve to become a fully qualified teacher.

Having QTS illustrates that you are able to meet the necessary standards for teaching and are competent to deliver effective education.

QTS is important as it ensures that all qualified teachers meet a certain level of competence and professionalism, which helps to maintain high standards within the education system.

What's more, the majority of schools in England prefer that their teaching staff maintain QTS and it's often a prerequisite for many teaching positions.

Having QTS allows you to progress in your teaching career, enabling you to climb both the professional and financial ladder.

Overall, QTS serves as the benchmark for quality teaching, ensuring all children receive the best possible education.

All our primary and secondary teaching courses offer QTS. However, some teacher training courses do not offer QTS upon graduation, so be sure to check with your ITE provider.

## Reflective practice

Reflective practice is essential during your ITE period, and beyond, as it enables you to critically reflect and evaluate your own practice as you identify areas for improvement and how to better your teaching.

Not only will this process help to develop your self-awareness and how to adapt to the needs of your students, but you'll continue to refine your teaching approach, which you will then carry on throughout the rest of your career.

Through this, you'll become confident in continuously evolving as the sector also evolves, enabling you to always provide effective learning experiences throughout your long-lasting career.

Reflective practice is critical within the teaching profession, and it's a vital part of gaining QTS. To gain QTS, you must:

- **Meet the teachers' standards**
- **Apply to the Core Content Framework (CCF) by engaging with evidence-based practices**
- **Demonstrate progress**
- **Successfully compete placements.**

Through effective reflective practice, you'll be able to evidence how you are progressing within your teaching, as well as applying the CCF.

## Tips for reflection from our students

Each week, you'll keep a record of your reflective practice, illustrating your continued critical reflection. This weekly task is target-based, meaning you'll set three targets to focus on, which you'll then aim to meet and reflect on. These targets will be set with your mentor to ensure they are appropriate and can be supported by your school setting.

Here are just a few tips to help you with your reflective practice from some of our current ITE students:

**1. Focus on your observations:** Each week, you'll be observed by your mentor who will fill out an observation form. This form will contain comments covering observations including how the lesson could be improved. These are great points to pay attention to within your reflective practice as it will give you a specific focus for what to work on.

**2. Read the literature:** Delve into current and relevant literature that will help you to understand what you need to do to achieve your targets. Showing that you are making decisions based on research will highlight your critical thinking and ability to take an evidence-based approach to your teaching practice.

**3. Ask questions:** A simple yet effective tip, don't be afraid to ask questions. Whether that's your mentor, a teacher, or the SENCO, asking questions and gaining advice from current professionals will help you tremendously when it comes to figuring out how you should teach well. Having these conversations and reflecting on them may also fit well into that week's reflection.

**4. Don't be afraid to try new things:** Your ITE period is a time for learning and experimenting in the classroom. If you've never tried a behaviour tactic before, for example, then don't be afraid to give it go (as long as it's in line with your school's policy of course). And if it doesn't work, then at least you tried, and it's something to reflect on. Also, what works for one class might not work for another, so don't hesitate to try different teaching techniques that cater to the individuals in your classroom.

Hopefully, after reading this chapter, you better understand QTS and why it's important. And you now have some insight into what you'll have to do during your teacher training course in order to gain QTS upon graduation.

# Chapter 5: Your ECT period

Once you graduate and secure a teaching position, you'll begin your ECT (Early Career Teacher) period. This marks the first two years of your teaching career following qualification. The ECT induction phase is designed to guide and support you as you transition into your professional teaching journey.

During your ECT period, you'll benefit from various forms of support to help you develop your skills and confidence as a teacher. These include:

- **ECF-based training:** The Early Career Framework (ECF) is the foundation of your training during this period. It bridges the gap between your initial teacher training and your professional role, helping you refine your teaching practice and establish sustainable working habits.
- **Mentorship:** You'll be paired with a mentor who will provide regular guidance, helping you set SMART targets and navigate any challenges. These meetings offer valuable opportunities to reflect on your progress and seek advice.
- **Reduced teaching timetable:** In your first year, you'll have a 10% reduction in teaching hours to give you time to focus on your learning and professional growth. In your second year, this reduces to 5%, gradually preparing you for a full teaching schedule in your third year.

By the end of your ECT period, you'll need to demonstrate that you meet the teachers' standards. This process builds on your initial teacher training, ensuring you are well-equipped to evidence your achievements and succeed in your teaching career.

As a CCCU graduate, you'll also have support from your tutors during the ECT period, so don't be afraid to reach out and contact your lecturers.

# Chapter 6: Advice for your ITE and ECT years

Here, CCCU alumni, Lynn, shares her best advice for completing your ITE and ECT years.

## Surviving and thriving as you train to teach

I graduated from CCCU with my PGCE in English in 2018. I'm now six years into teaching and am a Head of Department. I'm also a mentor for current ECT students.

The ITE and ECT periods are tough; juggling teaching and assessments requires a lot of skill and impeccable time management. But with the right advice, you'll be able to complete these training years and continue to progress within your teaching career.

Whether you're about to embark on your teacher training or you want some tips for your ECT years, then below is some advice I give to my mentees.

### 1. Accepting that the to-do list will never be complete

Sometimes, I'd go into school with a to-do list of about ten things and come out of school with an even longer list! Truthfully, it's not possible to complete everything. In education, there will always be more that can be done.

The best thing to do is to prioritise what's urgent. Sometimes I colour code my list using traffic light colours. Ultimately, the most important thing will always be your lessons.

### 2. Plan out your tasks during your PPA time

I used to just let PPA time roll around and do whatever task I fancied. Not only was this terrible planning and time management, but it was also not smart.



Remember: work smarter, not harder. Now, I plan my weekly PPA time and schedule the most pressing tasks for this precious time.

### **3. Give yourself a certain amount of time to do each task**

Tasks like marking can take hours to complete. And if you're not careful, you could spend your entire weekend working, which isn't sustainable.

The best thing to do is to set a timer for each task. This way, you'll work on a task that needs doing but you'll be able to manage your time more effectively so you can get some well-needed downtime.

### **4. Collect evidence for your ECT as you go, rather than waiting until your assessment point**

For my first ECT assessment, I waited until about a week before the deadline and then ended up trying to think retrospectively about all of the ways I had met all of the teacher standards. This was super tough!

Moreover, it was challenging to remember what had happened over the last few months and what little things I had done to help both myself and the children make progress.

For the last two assessment points, I collected evidence as I went. This meant I just had about an hour or two of fine-tuning to do before handing in the assessment.

Evidently, this was a far better system, and treating the evidence file as a working document chunked the task and made it manageable.

### **5. Do your printing for the next day the night before**

If your school or subject is anything like mine, printing is an important but semi-stressful part of the day.

When you have a really busy full day, the printer will probably break... just to test your patience! Or you may get stuck behind someone running off a full cohort of mock exams.

I swear by doing my printing the day before where possible. However, I do sometimes go home instead! Unsurprisingly, I regret this when I am stood behind someone who is printing 250 sheets in the morning...

### **6. Get the students to leave the books open at the page of the work you need to mark**

This sounds so simple, but it's so effective. This has totally revolutionised my teaching and marking. Sometimes I can get so caught up flicking through books that marking a simple task will take forever. This minimises the time spent skimming through the book, and instead focuses on what is necessary to mark.

### **7. Get out and observe other staff members in different departments**

Sometimes this is difficult when you have lots of deadlines. However, even taking some marking or some work into a colleague's classroom and sitting at the back whilst they're teaching their lesson can be helpful.

You can pick up all manner of tips which can help with workload. For example, one tip I picked up from a History teacher was to lay out of all of the student books on the table nearest the door, directing students to pick up their book upon entry. This means you save time handing books out before and during lessons, giving you a couple of minutes to breathe before your next group of students roll in.

I really hope that you can find some comfort in these tips. Hopefully there are some nuggets in here that can help you not only just survive, but thrive. Good luck and enjoy being in the classroom!

# Chapter 7: Are you ready?

## Next steps

So, now you're fully prepared to enter into teacher training. Not only do you know how to prepare for your ITE interview, but you know what's expected of you for when you have QTS. And if you want to teach in FE, then, not only will you know which courses you can do to gain eligibility for QTLS, but you also know the full criteria needed to gain this.

Alongside this checklist, make sure you read the [Get Into Teaching website](#), which gives you all the information you need about your teacher training application.

To help you further, use this checklist to help you in your University application.

- Apply for your specific route – if you don't know which route to take, head back to the quiz in Chapter 1.**
- Start your application. This may be via the University, government website, or UCAS depending on which route you choose to take – read Chapter 2 if you're unsure.**
- Write your personal statement.**
- Have your qualifications, including your GCSEs, ready.**
- Make sure you have two references for your application.**
- Apply for student finance – to see what you could be eligible for, read Chapter 2.**
- Get ready for your interview – read Chapter 2 for more information.**
- Send off your application.**

If you have any questions about applying to CCCU for your ITE programme, simply [email our Course Enquiries Team](#) and they'll give you all the information you need to help you apply.

**Good luck in applying and we hope to see you at CCCU next year!**



## Glossary

Abbreviation	Term	Meaning
QTS	Qualified Teacher Status	This is what you'll graduate with to become a fully qualified teacher
ITT	Initial Teacher Training	This is your training period before you gain QTS
ITE	Initial Teacher Education	This refers to your training programme
ECT	Early Career Teacher	This refers to the first two years of your teaching career once you've gained QTS
SLT	Senior Leadership Team	SLT refers to the leadership team of a school - headteacher, deputy-head/s etc
PGCE	Postgraduate Certification in Education	A postgraduate route into teaching
SKE	Subject Knowledge Enhancement	This refers to enhancing your subject knowledge within the curriculum
TRA	Teacher Regulations Agency	You'll have to register with the TRA upon gaining QTS
PPA	Planning, Preparation, and Assessment	These are your non-teaching periods on your teaching timetable. Use this time for admin and lesson prep.
SEN	Special Educational Needs	This refers to an additional need for students to access education
SENCO	Special Educational Needs Co-ordinator	Staff member responsible for SEN within the school
EAL/ESL	English Additional Language/English Second Language	Where English isn't the first language
SMART target	Specific Measurable Achievable Relevant Time-bound	Setting SMART targets ensures your targets are attainable within a specific timeframe

## Notes

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