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The University wishes to emphasise that, while every effort is made to ensure accuracy, changes in regulations or in policy means you should not solely rely on the information in this guide. Please make sure you check all information carefully and regularly before making any final decisions.

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SUP 032509
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1. Introduction: Considering teaching as a career

This nation guide is part of a series which includes teaching in England, Wales, Scotland, Northern Ireland and Ireland and has been produced by The Open University Careers and Employability Services (CES) to help prospective and current students who are considering teaching as a career. The contents are subject to change, so please make sure that you check all information carefully and regularly before making any final decisions.

Making the decision to train to be a teacher is just the start of your journey. There are entry requirements to meet, different routes to becoming qualified to consider as well as the hurdles of applying for initial teacher education (ITE). Once qualified there are then the demands of finding your first role and this is all before being in charge of a group of students for the first time.

This guide outlines some of these issues but it is important that you continue to seek advice throughout your studies.

What makes a good teacher?

There are far too many attributes to list in establishing what makes an effective teacher and probably some subjectivity as well. Enthusiasm for teaching although important is not enough. The work of a teacher is complex, demanding and sometimes stressful. Additionally, teachers will know the reality of the hours they work are beyond those that are timetabled, and workload issues are well publicised.

That said, there can be tremendous job satisfaction. However, you might want to consider the following questions.

- Am I passionate about education and making a difference to those I will teach?
- Can I demonstrate the consistent high standards of personal and professional conduct required to uphold the trust of my students, colleagues and profession?
- Am I reflective, resilient and open minded enough to adapt, embrace change and develop my practice as education evolves during my professional career?
Just remember that your age and background are not an issue. One of the strengths of the profession is that it attracts applicants from all walks of life who do a fantastic job. Mature entrants have life experience that is welcomed and of great value to the teaching profession.

**Work experience will help you decide**

Before you make your final decision to teach it is wise to gain some experience of working in the age range and setting you wish to teach. You’ll also develop valuable insight into the day-to-day duties of a teacher as it is impossible to get a real flavour for the profession from research alone. Work experience is almost always a mandatory requirement for the training routes into the profession so this is something you will need to start thinking about early on. Above all else getting classroom experience will help you decide if teaching is the right career choice for you.

If you already have sufficient classroom experience you may want to consider other experiences that can add value.

You’ll find information about ways to build relevant experience in [Skills and experience](#).

**What age range do you want to teach?**

This is a really important question you’ll need to answer before you apply for entry onto initial teacher education. The education system in Scotland is different to that in the rest of the UK. The Curriculum for Excellence in Scotland is designed to provide a flexible curriculum from 3 to 18 and is divided into two phases: the broad general education and the senior phase. The broad general education begins in early learning and childcare (at age 3) and continues to the end of S3 (the third year of secondary school). There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
As a guide, the age range of children in primary education is 3 - 12 years and the age range of children in secondary education is 12-18 years of age. Teachers wishing to teach in the secondary sector must be qualified in their chosen subject.

Availability of teaching posts & training places

The Scottish government announced an increase in teacher training places to address teacher shortages particularly at secondary level in STEM subjects and in northern and rural parts of Scotland. In Scotland, the Teacher Workforce Planning Group has the responsibility to predict the number of teachers needed and has consistently increased in recent years the number of student teacher places available for initial teacher education (ITE) programmes. This number reached 4180 for 2019/20. A breakdown of allocated places can be found on the Scottish Funding Council website.

So, you want to become a teacher?

You will need to ask yourself some questions about your experience and goals in relation to getting into teaching. Whatever your current situation, you should thoroughly research the appropriate choice of modules for your degree and check the entry requirements with each initial teacher training (ITT) provider you are applying to.

Question 1: Do you have experience in the age range and setting you want to teach and feel confident this is the right career for you?
If not, read Skills and experience for ideas on how to gain experience.

Question 2: Do you meet the entry requirements for teaching?
If not, read Training to teach in Scotland for advice on your training options. Also read Frequently asked questions.

Question 3: Do you know which training route you will take?
If not, read Training to teach in Scotland for advice on your training options. Also read Frequently asked questions.
Question 4: Are you happy with your study pathway and module choices?

If not, contact your Student Support Team if you are a current Open University student.

Finally, do make sure you understand the timescales of when you will need to apply for initial teacher training. If you need further support visit Careers and Employability Services.
2. Where to start

Many OU students enter teaching and, in general, an OU degree is very appropriate preparation. However, the choice of what you study can be critical in ensuring that you gain entry into initial teacher training and ultimately get a job in the teaching profession. The BA/BSc Open (Honours), tailored to your own requirements (also known as the Open degree), might be a useful choice for teaching but you must ensure that the modules within the degree are appropriate for the age range and setting you wish to teach.

Many initial teacher education (ITE) providers will ask for at least 50% of your degree to cover the subject knowledge they require. A degree in the specialist subject area you wish to teach is particularly appropriate for the secondary sector, further education and higher education sector.

Please be aware that in assessing your suitability to teach, initial teacher training providers may have differing views on your module and degree choice. You are strongly advised to check this out with each provider you may wish to apply to before embarking on your degree (or as soon as possible if you are already studying). You also need to ensure that you keep regularly up-to-date with changing requirements in this area. You may need to do this each year that you are studying with the OU to ensure that you are still on the right track towards a teaching career.

OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. Most initial teacher training providers will expect you to officially have your degree classification confirmed before you start teacher training. Please check the entry requirements including expectations on your degree content with any teacher training providers you are considering or have applied to as requirements can change year on year.

If you have an overseas qualification, an incomplete qualification from another institution or a professional qualification and you are not sure you meet the entry requirements for initial teacher training you should check this with your chosen teacher training provider.

If you are a current student, after reading this guide you may want to talk in more depth to one of the OU’s Career & Employability Consultants about your application for initial teacher training. You will find a range of materials and support on the Careers and
Employability Services. Information and advice on choosing qualifications and modules at the OU can be accessed from the OU’s prospectus.

What are the entry requirements for a career in teaching?

Here we will focus on the main academic and non-academic requirements for teaching in early years, primary and secondary. You will find requirements for requirements for further education and higher education in Training to teach in Scotland.

Academic requirements

• For PGDE programmes, you’ll need to hold an undergraduate degree awarded by a UK higher education provider, or a recognised equivalent qualification.
• You’ll need to have achieved a standard equivalent to SCQF Level 6 or above in English (e.g. Higher Grade), and SCQF Level 5 in mathematics (e.g. National 5, Intermediate 2 or Credit Level Standard Grade).
• If you intend to apply for undergraduate degree programmes, you must have achieved two other National Qualifications at SCQF Level 6, and one other subject at SCQF Level 5.

Non-academic requirements

You will also be expected to have:

• Classroom experience in the age range and setting you wish to teach. See Skills and experience for how to arrange this.
• If you’re training to be a teacher in Scotland, you are required to be a member of the Protecting Vulnerable Groups (PVG) Scheme. This helps training providers in Scotland to identify potential trainee teachers who are barred from working with children, young people, or vulnerable adults. For more information, go to the Scottish Government website and enter ‘PVG scheme’ in the search bar, or visit the GTCS In2Teaching website.

Options for OU students needing acceptable qualifications for teaching in English and maths are the National Extension College and Online Access Courses by the University of Aberdeen via distance learning. For more information about the OU maths
modules and their equivalence to other qualifications, go to the OU Maths Choices website.

If you have qualifications from outside the European Economic Area (EEA), the UK National Academic Recognition Information Centre (UK NARIC) can give advice on whether qualifications are equivalent. They may also be able to provide certification.

The minimum entry requirements to programmes of Initial Teacher Education (ITE) in Scotland are set by the General Teaching Council for Scotland (GTCS), but university entry requirements may vary. Check with the training provider before applying.
3. Skills and experience

As well as the knowledge gained from OU study, students develop many transferable skills and attributes that are highly valued by employers. Being able to juggle OU study with work and family commitments involves time management, self-reliance, problem-solving, resilience and prioritising tasks effectively. You may want to do a more in-depth analysis of your skills and achievements using the resources on the Careers and Employability Services website or with Your Career Planning Guide. This will help you identify and evidence your strengths. Also, the Teach in Scotland website gives you an insight into the skills and experience required.

Trainee teachers must also meet the Standard for Provisional Registration (SPR) which covers what is expected of a student teacher at the end of initial teacher education who is seeking provisional registration with GTC Scotland. Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration. We recommend you review these standards which can be found on the GTC Scotland website.

On completion of a PGDE programme you’ll have the option of The Teacher Induction Scheme (TIS) which provides a guaranteed one-year training post in a local authority to every eligible student graduating with a teaching qualification from one of Scotland’s universities. If you’re not eligible, do not wish to join the TIS, would prefer part-time work, are teaching in an independent school, or want to achieve full registration in a second subject the Flexible Route is another way to gain the Standard for Full Registration. This forms part of the probation process.

Getting work experience

Why do I need work experience?

Above all else getting classroom experience will help you decide if teaching is the right career choice for you. You’ll develop valuable insight into the day-to-day duties of a teaching role. It is impossible to get a real flavour for the profession from research alone. Recent work experience in the age range and subject you want to teach in is almost always a mandatory requirement for the training routes into the profession. You can often build your experience as you study.
What additional experience would be useful?

You aren't just limited to work experience in a formal education setting. You may wish to add to this with experience in different settings with activities such as mentoring, summer camps, after school clubs and scouts. The list really is endless in the ways volunteering or paid work could enhance your suitability.

You could also try and get experience in more than one setting and age range. For example, if you are interested in teaching primary you could try and get experience in more than one school. You may also want to consider other experiences such as private tutoring, sport coaching, mentoring or volunteering that puts you in touch with your target age range. Some students have even completed TEFL training (Teaching English as a Foreign Language) and taught both in the UK and abroad. There are also exchange programme such as The Japan Exchange and Teaching Programme and the British Council scheme - Teach abroad as an English language assistant.

In summary, your planning on this is something you will need to start thinking about early before you apply to teach as it can often take time to sort out arrangements and find the time to commit to these experiences. Do read through the Prospects guide for further ideas on securing teaching experience.

How much work experience do I need?

The requirements on prior school experience varies between initial teacher training providers which is why all applicants should check these expectations first. You may have heard a minimum requirement of ten days experience in schools and many providers will request this although there is no formal guidance on the number of days. Your school-based experience should predominately be in the age range and subject (if applicable) you want to teach. Experience should also be “recent”. Ideally the last 12 months but providers will consider the last 2-3 years.

How can I arrange getting school experience independently?

This is often the most effective route to getting work experience and usually requires some chutzpah and perseverance on your part in getting it organised. The Department for Education and Tes Institute Team guides are excellent for their advice, common sense and step-by-step approach to take in securing school experience. Please note if you're going to be doing 'regulated work' the school will ask you to join the PVC scheme.
Making the most of your experience

It’s really useful to break down your thinking and activity into before, during and after your work experience. Before any placement write down what you want to learn from the experience and what information you want to know. This might include researching the school you are going to and understanding the role of a teacher and support staff.

During your placement make a record of any creative and innovative teaching styles you have observed and how lessons are tailored to cater for students with different abilities and backgrounds.

After your experience decide if there are still gaps in your knowledge and whether you need further experience. Write a reflective account that can be used for a personal statement.

Getting paid experience

As well as volunteering many OU students are already working or seeking roles in education whilst they study such as classroom assistants and learning support roles. Some students may decide to delay applying for initial teacher training and look to gain further educational experience to develop their skills and confidence further.
4. Training to teach in Scotland

There are a number of ways to enter the teaching profession in Scotland:

- A four-year undergraduate BEd or a combined degree course at a Scottish university.
- A one-year full-time Professional Graduate Diploma in Education (PGDE) at an institution that offers the Teaching Qualification (Secondary Education) or the Teaching Qualification (Primary Education).
- There are several new teacher education programmes designed to offer flexibility and encourage diversity in the profession listed on the Teach In Scotland website.

Teaching in Scotland requires you to have a degree. Completion of an initial teacher education programme will mean you will gain the required Teaching Qualification (TQ). Education institutions will also be looking for evidence that candidates have the necessary qualities for, and commitment to, teaching as a career. Some courses are very popular and may ask for additional qualifications.

The education system in Scotland is different to that in the rest of the UK. The National Curriculum does not apply and there are no key stages. The Curriculum for Excellence in Scotland is designed to provide a flexible curriculum from 3 to 18, to include the totality of experiences which are planned for children and young people through their education.

Registration with the General Teaching Council Scotland (GTCS) is required in order to teach in any local authority nursery, primary, secondary and special school. Those qualified outside Scotland will also need to apply for registration.

There is a real shortage of qualified Gaelic-medium teachers in Scotland. To address this there are full-time Gaelic-medium primary PGDE programmes at The University of the Highlands and Islands and the University of Strathclyde. The University of Strathclyde and The University of the Highlands and Islands also offer secondary PGDE courses for Gaelic as a subject as well as a PGDE course for teaching other subjects through the medium of Gaelic.
Early Years & Childcare

Formal qualifications in Early Learning and Childcare vary dependent on the role and the Scottish government predicts that by 2020, there will be up to 11,000 new jobs available in the sector. To progress and qualify you can either:

- Complete a course (with work-based practice) and then apply for a job.
- Apply for a job and train as you work.
- Apply for a Modern Apprenticeship and train as you work.

You might start in support roles and then develop into an Early Learning and Childcare Practitioner position before eventually becoming a Lead Practitioner or Manager. You can find out more at the Early Learning and Childcare Careers website about how to explore starting your career in this sector.

Many Scottish universities offer the BA Childhood Practice degree with graduates eligible to register as a manager/lead practitioner with the Scottish Social Services Council (SSSC).

OU Students wishing to develop a career in early years may want to consider the postgraduate M.Ed Early years qualification offered by the University of Strathclyde and the University of Aberdeen. Although please note that these programmes are designed for fully
qualified teachers currently practising in nursery or P1-3 settings. Before you start working in Early Learning and Childcare you will need to join the PVG Scheme through Disclosure Scotland.

Primary teaching

It is important to recognise that the following are minimum entry requirements for post-degree teacher training. For entry into PGDE (primary), initial teacher education institutions do not specify any particular degree. However, they need to ensure you understand primary education in Scotland and make sure that an applicant’s educational background (including the content of their undergraduate degree) provides a good basis for becoming a primary teacher. They will therefore look for evidence that the applicant has studied at least two of the following areas (as well as English and Mathematics) – science, social studies, expressive arts, religious and moral education, technology and modern foreign languages.

You do need to have a credit pass in standard grade mathematics or equivalent (SCQF level 5) as well as a pass in Higher English at grade C or above or equivalent (SCQF level 6). Information on equivalent qualifications is available on the Teach in Scotland website. Relevant OU modules e.g. The arts part and present (AA100) and Discovering mathematics (MU123) may be accepted in place of the latter but always check with the initial teacher education institution first.

In addressing the Scottish Government Languages Working Group report Language Learning in Scotland A 1+2 Approach (2012) and the STEM Education and Training Strategy, GTC Scotland in their revised memorandum on Entry Requirements for Initial Teacher Education programmes in Scotland encourage universities to expect at least one SQCF level 5 qualification in either a modern language and/or a science subject.

When initial teacher education institutions in Scotland are considering applications, they will want to make sure that the candidate’s educational background provides the necessary foundation for working as a primary teacher. One way of planning your degree might be to work towards at least 360 credits balanced across the range of the primary curriculum. However, there are several dangers in doing so:

- You will end up with a broad-based OU degree, which may be relevant to primary teaching, but could close off other career
options. This is fine if you are absolutely sure that this is your chosen career—otherwise you might be wise not to close all other options, including entry into secondary teaching.

- Spreading yourself thinly over a range of subjects may make it difficult for you to achieve your best performance. A good degree classification may not be the most important criterion, but competition among graduates can be intense, especially at institutions with strong reputations in a particular area, which will be particularly important if the choice of location is limited.

If you are in any doubt, you should seek advice from the institution you are applying to for initial teacher education. Your student support team is also available to help you should you wish to discuss your programme of study.

**Secondary teaching**

Secondary teaching in Scotland requires you to have a degree. Scottish initial teacher education programmes are only available through nine universities. All will also be looking for evidence that candidates have the necessary qualities for, and commitment to, teaching as a career. It is important to recognise that the following are minimum entry requirements for post-degree teacher training. Some courses are very popular and may ask for additional qualifications.

For entry to PGDE (Secondary), you should hold a relevant degree that contains at least 80 credits in modules relevant to the teaching qualifications being studied, of which 40 credits must be at SCQF level 8 (i.e. OU Level 2) or above. There may be additional requirements for certain subjects. Up-to-date information on these can be obtained from the Teach in Scotland website and the revised memorandum on [Entry Requirements for Initial Teacher Education programmes in Scotland](#). Students are always advised to confirm choices with the initial teacher education institution they are intending to apply to. It is advisable to aim for an honours degree, as most other applicants will be competing with this level of qualification. Applicants for secondary teaching must have achieved a standard equivalent to SCQF Level 6 or above in English (e.g. Higher Grade), and SCQF Level 5 in mathematics (e.g. National 5). Relevant OU modules may be accepted in place of the latter but always check with the initial teacher education institution first on accepted equivalencies.
Graduates will only be allowed to top up their degree with a maximum of 20 credits to meet the 80 credit requirement and these must be obtained before entering a PGDE course.

OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. Initial teacher education providers will expect you to officially have your degree before you start on their course. Please check the rules of entry with any providers you are considering, well in advance of applying as rules can change every year. Your degree must include the minimum requirements relevant to at least one of the subjects specified on the Teach in Scotland website. However, it can be attractive to initial teacher education institutions and employers if you can teach more than one secondary school subject.

The PGDE courses normally offer the opportunity of obtaining the Teaching Qualification (Secondary) in up to two subjects - called dual qualification status. It is, therefore, possible to plan your choice of modules so that you have the academic qualifications necessary to undertake training in a second subject.

When deciding whether or not to include one of the Faculty of Education and Language Studies modules in your degree, the first consideration must be to meet the subject requirements for secondary teaching.

The amount of ‘space’ in your degree profile may be restricted, particularly if you are aiming to achieve the necessary academic qualifications in two subjects. Nevertheless, you may find yourself with a slot to spare, in which case an education module would be more relevant than an excursion into another unrelated subject.

**Applying for primary & secondary initial teacher training**

Applications for the majority of initial teacher education courses in Scotland should be made through UCAS Teacher Training. You will also be able to track your application and respond to offers. Primary and secondary higher education institutions offering initial teacher education can be found on the Teach in Scotland website. Information on initial teacher education programmes is released ahead of time usually by the start of each academic year. In the case of UCAS Teacher Training this is usually in early October.

The application process for UCAS Teacher Training operates in two phases; Apply 1 and Apply 2. All students can make up to three choices within Apply 1. If you do not hold any offers from the first phase you can enter Apply 2. Apply 1 opens on 8th October 2019 for
you to search for training courses that start the following autumn in
September 2020 and you can begin making applications as soon as
this window opens.

You **should apply as soon as possible** to give yourself the best
chance of getting the teacher training place you want. For many OU
students they will be applying for initial teacher education whilst
they study their final module. Your **degree result will need to be
confirmed prior to commencing teacher training**. The majority of
OU students will have their classification confirmed by late July
although for a minority of students, depending on when you take
your final module, your degree may not be awarded until December.
The [UCAS Teacher Training](https://www.ucas.com/teacher-training) website has a range of guides and video
resources to take you through the application process step by step.

**Further education teaching**

Teachers in further education (FE) work mainly with post-16 and/or
adult learners. However, The Developing the Young Workforce
(DYW) programme means colleges are now offering more vocational
courses to school pupils from S4-S6. According to [Audit Scotland](https://www.audit-scotland.gov.uk)
there are 26 colleges in Scotland serving 235,737 students in 2016/17.
You can keep up to speed about Further Education and the sector
on the [Colleges Scotland](https://www.colleges-scotland.org.uk) website.

They teach at all levels including basic skills, academic teaching and
vocational training. To teach vocational courses you’ll be expected
to be an expert and qualified in your professional field. For academic
subjects you will have at least a degree or relevant subject in the
qualification you will teach.

It is not currently a legal requirement for teachers in the Further
Education sector to be registered with GTC Scotland. The Teaching
Qualification in Further Education (TQFE) is the core teaching
qualification available to college lecturers in order to be considered
for registration. Currently, the TQFE is delivered by three Teacher
Education Institutes (TEIs): [University of Aberdeen](https://www.abdn.ac.uk), [University of
Dundee](https://www.dundee.ac.uk) and [University of Stirling](https://www.stir.ac.uk). As these are in-service
qualifications, TQFE participants are normally employed as lecturers,
trainers or instructors when they join the programme. However
[University of Stirling](https://www.stir.ac.uk) also offer a Pre Service Route for those aspiring
to become College Lecturers.
Another qualification accepted in the FE sector is the Professional Development Award (PDA) Teaching Practice in Scotland’s Colleges. Again, this is normally taken as part of an in-service route.

Vacancies in the FE sector are usually advertised on the www.myjobscotland.gov.uk website. You may find it useful to use the person specification for advertised vacancies to establish the expectations of employers in terms of knowledge, skills, experience and qualifications.

**Higher education lecturing & research**

To become a university lecturer you will normally need to study for masters or PhD qualifications in the area you want to teach. Lecturers for more specialised or vocational subjects can often enter with experience of that field, and a teaching qualification, rather than a PhD.

Some research students undertake part-time teaching responsibilities while still registered as students, which is a valuable way to build up teaching experience. In the early stages of a career, it may be very difficult to gain a permanent contract as an HE lecturer and many are on sessional and fixed-term contracts.

There are a range of websites to help you understand the competitive academic job market. We recommend you visit the Vitae, Jobs.ac.uk and Prospects websites.

**OU Associate Lecturer**

Students on OU modules organise their own study time, which can be a difficult skill to master. As an Associate Lecturer you become the ‘face’ of the OU for a group of students whose learning you support. They make a vital contribution to the quality of teaching and learning and support students by:

- Teaching and assessment (online and for some modules by post).
- Individual contact by email, phone or post.
- Group tutorials and day schools (face-to-face or online).

To become an Associate Lecturer with the OU you will need to have a degree or a professional or vocational qualification in the subject area you wish to teach. Your academic specialism or professional experience must be complemented by a personal commitment to the education of adults, and an appreciation of the challenges for adult learners who are studying at a distance. It is essential that
Associate Lecturers understand and accept the diversity of OU students and their learning needs. In addition, many Associate Lecturers teach full or part-time at other education institutions.

Not all OU modules ask for previous teaching experience, so it is important that you read the person specification to find out if it is a requirement for the module(s) you apply to tutor. For more information see Teaching with the OU.

You can register to be notified of any future vacancies by email. Simply complete the expressions of interest request form. Please note, however, that the expression of interest service does not form part of our formal recruitment process and that it is your responsibility to identify suitable vacancies.

You can also apply for other externally advertised OU Jobs including residential school teaching posts.
5. Specialisms in teaching and other education-related careers

This section contains information on other areas of teaching such as alternative settings and broader roles in the education sector that you might want to consider. You should ensure that you carefully research how you can train for these and what the implications might be for planning your OU study.

Teaching English as a Foreign Language

Teaching English as a Foreign Language (TEFL) involves teaching English, either in the UK or overseas, to students whose first or main language is not English. TEFL teachers work in commercial language schools, primary and secondary schools, and in FE. There are also opportunities in development organisations, government departments, volunteer organisations, multinational companies and The British Council. Some may also teach in industry while others are self-employed. Students may be of all ages and levels, and in various class sizes, depending on where you teach. Classes are usually taught in English, even with beginners.

TEFL is increasingly a graduate role and it is now more difficult for those with no formal qualifications to obtain posts, and almost impossible in the UK. If you have a good basic education and an excellent command of English, it is still sometimes possible to find work in the private sector abroad with no training or experience, but a degree is often required.

Many language schools in the UK and abroad offer training courses ranging from short introductions lasting a couple of days to intensive certificate courses lasting four to six weeks.

Deciding which course to take depends on whether you want a dedicated career in TEFL or if you want to use your qualification to gain experience and see the world. The two most commonly accepted courses are:

- **Trinity College London CertTESOL** (Teaching English to Speakers of Other Languages)
• **Cambridge CELTA** (Certificate in English Language Teaching to Adults).

There are lots of courses out there so make sure you’re getting something that meets the international standards of **100 course hours and 6 hours of live practice teaching**. Be very wary of online only courses that do not offer this. It is worth noting that CertTESOL and CELTA are the only two TEFL qualifications that are listed by the British Council as an acceptable introductory teaching qualification that meets their standards and requirements.

**Special education**

The law that relates to additional support for learning is the Education (Additional Support for Learning) (Scotland) Act 2004 as amended. The Scottish Government pupil census in 2016 recorded that 93% of pupils with additional support needs spend all their time in mainstream classes.

**Additional Support Needs (ASN) Teacher**

To become an Additional Support Needs (ASN) Teacher you must hold a teaching qualification (TQ). Many ASN teachers move into this area once they have been teaching for a few years and have gained experience. Registration is available in Additional Support Needs (ASN) from the GTCS. This registration covers the 3-18 years age range. This registration will be available to teachers who are eligible for provisional registration with GTC Scotland in a mainstream registration category and who hold an appropriate ASN award.
Other education-related careers

The focus of this guide has been on mainstream teaching roles across a variety of age ranges although we recognise the education sector is diverse. It is for this reason you may want to explore teaching in alternative settings to mainstream education or even explore broader roles in the education sector. Community, environmental, health and heritage education are just a sample of the settings you could explore.

Many OU students also decide to develop their experience in the classroom through support roles such as Teaching Assistants before committing to initial teacher training. The Education Alternatives publication by AGCAS is also a recommended read to understand and explore your options further as well as our webinar on Educational Alternatives to Teaching.
6. Resources and support for potential teachers with a disability

It is regrettable that individuals with disabilities are under-represented in the teaching profession but this should not stop you from considering teaching. Many disabled students and graduates are able to work without the need for specific adjustments or support but for some students, additional support can help to enable access to work.

Your individual circumstances

We recommend that you read the appropriate guidance document available below and make informal enquiries as part of an information gathering exercise to find out how the disability guidance relates to you.

In Scotland, The Equality Act 2010 and Special Educational Needs and Disability Act 2001, require teacher training providers to ensure they are not discriminating against applicants with disabilities or additional support needs (ASN). Applicants with disabilities are under no obligation to disclose these. The decision to disclose is a personal one so to help you to make your decision we have produced support materials on disclosure within our two guides:

- Your Career Planning Guide
- Job Seeking Resources and Opportunities for Students with Disabilities

You will also find some helpful information on the OU’s Disability support site and two recorded webinars:

- The Access to Work programme
- Demonstrating your Potential: Adjustments and Openness

Initial teacher training providers do have a responsibility to ensure that individuals have the health and physical capacity to teach and will not put children and young people at risk of harm. This means all successful applicants are likely to be asked to complete a fitness questionnaire prior to commencing teacher training.
Additional resources

• **The Dyslexic Teachers’ Association**  
  A charitable organisation that aims to provide support for teachers and trainees with dyslexia.

• **Disabled Teachers Network**  
  A US-based organisation but welcome educators with disabilities from any country. Resources include discussion forums and an E-newsletter.

• **TES Connect Forums**  
  Join online forums to connect with like-minded professionals and a great opportunity to ask for advice and learn from others. Useful discussion threads include training to teach with a disability.

• **National Union of Teachers**  
  Represent and support disabled teachers and holds an annual disabled teachers conference.

• **Get into Teaching**  
  Further advice and support if you are training to teach and have a disability.
7. Funding for teacher training

Tuition fees for eligible students from Scotland are paid by the Student Awards Agency for Scotland (SAAS). Funding for the PGDE is treated in the same way as full-time undergraduate programmes. If you’re eligible, SAAS will pay your tuition fees straight to your PGDE university. The 2018-2019 SAAS funding guide has further information on eligibility and repayment.

In addition, bursaries of £20,000 per student will be available to career changers wishing to undertake a one year Postgraduate Diploma in Education (PGDE) Initial Teacher Education (ITE) course in Scotland that leads to the award of registered teacher status in the hardest to fill STEM subjects. For further information on the 2020/21 STEM Teacher Education Bursary applications including eligible subjects, entry criteria and how to apply, please check the STEM Bursary Scotland website.

From April, you can apply for your tuition fees, loan, bursary and grants. You should apply as soon as you know the course you want to do.

Also remember that most Scottish universities have their own bursaries and scholarships. Access to these will depend on your own academic and financial circumstances. We recommend you visit your chosen university website for more details and advice on how and when to apply.
8. Frequently asked questions

This section provides basic advice on some of the frequently asked questions relating to teaching from OU students. However, we recognise each student’s circumstances are different which is why there are times our general advice may be inaccurate and not apply so always make sure you complete your own research.

Can I still teach with an Open degree?

There are many teachers with an Open degree but it important you have a good knowledge of the subject you will be teaching which also depends on the setting and age range. This means there will be different expectations between early years, primary, secondary, FE and HE. Contact your preferred initial teacher training providers for specific advice.

How much of my degree needs to relate to the Curriculum for Excellence?

This will depend on if you are teaching primary or secondary and you will need to take into account the views of the providers you are applying to. For primary teaching you should show a good understanding of the broad general education subjects from early years through to the end of S3. For secondary education the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland states you must have 80 SCQF credit points (40 of which must be at SCQF Level 8) relevant to your chosen subject. But please read through the specific requirements from GTC Scotland as well as confirming entry requirements with your chosen ITE provider.

Is it possible to get on a teacher training course without the required National Qualification Awards in English and Mathematics?

A National Qualification Course award in English at SCQF Level 6 (Higher Grade English or an accepted alternative) and a National Qualification Course award in Mathematics at SCQF Level 5 (National 5 Mathematics or an accepted alternative), are essential requirements for entry to all teacher education programmes. Options for OU students needing acceptable qualifications for teaching in English and maths are the National Extension College and Online Access Courses by the University of Aberdeen via distance learning. The minimum entry requirements to programmes
of initial teacher education (ITE) in Scotland are set by the General Teaching Council for Scotland (GTCS), but university entry requirements may vary on accepted alternatives. We strongly recommend checking with the ITE provider before applying.

**Can I teach with a third class or ordinary degree?**

Most initial teacher training providers will not consider applicants without at least a 2:2, so you are highly unlikely to be accepted if you have an ordinary degree (without honours) or a third-class honours degree. In exceptional cases there may be providers who are more open and will look at what skills and school experience an applicant brings or may perhaps be undertaking postgraduate study. In this scenario researching and contacting them before applying is essential.

**Are UK teaching qualifications valid abroad?**

They may well have equivalence and currency but this answer is completely dependent on the country, institution, curriculum and regulations. For these reasons we recommend that you independently research the requirements for the country you are interested in moving to and that you contact schools in the region. The TES Institute has also written a useful article on this subject: [Which qualification do I need to teach abroad?](#)

**Can I still teach with a criminal conviction?**

There isn’t a definitive yes or no answer to this as it depends what the conviction is. Teaching is exempt from the [Rehabilitation of Offenders Act 1974](https://www.legislation.gov.uk/ukpga/1974/35/) and as a potential trainee teacher gaining a place on an ITE course will mean you need to register on the [PVG Scheme](https://www.gov.scot/health-and-social-care/detection-of-severe-violent-and-sexual-offences/pvg-scheme/), managed and delivered by Disclosure Scotland. This means you must disclose any convictions. Your first step is to get advice based on your individual circumstances. We recommend contacting the national charity [NACRO](https://www.nacro.org.uk/) for further advice or alternatively [APEX Scotland](https://www.aevescotland.org/)

**Is it possible to teach in primary schools if you have trained in secondary (and vice versa?)**

It is possible to be primary or secondary GTC Scotland registered teacher and add additional subjects/ sectors to a current registration. So primary teachers can apply to add registration as a secondary teacher and vice versa. However, you would still need to meet the academic and/ or professional learning requirements for
which the additional professional registration is sought. Further
details can be found on the GTC Scotland website.
Appendix 1: OU contact information

For advice about choosing OU qualifications and modules visit The Open University website or call Student Recruitment.

Student Recruitment
The Open University PO Box 197
Milton Keynes
MK7 6BJ

Phone: +44 (0) 300 303 5303
Email via www.open.ac.uk/contact

Our advisers are available to take your call Monday to Friday 08:00 to 20:00, Saturday 09:00 to 17:00 UK time excluding bank holidays.

Scotland
The Open University
10 Drumsheugh Gardens
Edinburgh
EH3 7QJ

Reception: +44 (0) 131 226 3851.
If you're visiting, we're open between 08:30 and 17:00 Monday to Friday

For Welsh speakers
If you would prefer to discuss your study needs in Welsh, please contact The Open University in Wales in Cardiff, where we will be pleased to offer personal guidance as well as information about the services available. You may contact us by letter, phone or email, or you are welcome to visit us. We recommend that you make an appointment first to make sure an appropriate adviser will be available.

Although we are able to offer a range of services for Welsh speakers, our study materials and teaching are normally in English.

Phone: +44 (0) 29 2047 1170
Email: wales@open.ac.uk

I siaradwyr Cymraeg

Os yw hi’n well gennych drafod eich anghenion astudio yn Gymraeg mae croeso i chi gysylltu â’r Brifysgol Agored yng Nghymru yng Nghaerdydd lle byddwn yn falch o roi cyfarwyddyd personol i chi yn ogystal â gwybodaeth am y gwasanaethau sydd ar gael. Gallwch gysylltu â ni drwy lythyr, galwad ffôn neu neges ebost, neu, os yw hi’n well gennych, mae croeso i chi ymweld à ni. Byddem yn argymell i chi wneud apwyntiad gyntaf i sicrhau y bydd arbenigwr priodol ar gael.

Nodwch, os gwelwch yn dda, er ein bod yn gallu cynnig ystod o wasanaethau i siaradwyr Gymraeg, bod eich deunyddiau cwrs ac addysgu fel arfer yn Saesneg.

Rhif ffon: + 44 (0) 29 2047 1170

Ebost: wales@open.ac.uk

Republic of Ireland

Enquiry and Advice Centre in Dublin
Tel: +353 (1) 678 5399 or

The Open University in Ireland
Tel: +44 (0)28 9032 3722.

Email: ireland@open.ac.uk
Appendix 2: Careers information

The Open University

For careers information and advice visit the OU’s Careers and Employability Services. This website also contains a number of case studies of current and former OU students who have gone into teaching. OU students can also access forums and webinars related to teaching and education. You will need your OU login details to view these.

For details of OU qualifications and modules, visit the Open University prospectus.

Prospects

Job sectors on Prospects provide comprehensive guides to different career areas including teaching and education.

Job profiles on Prospects enable you to search for careers such as early years teacher, primary/secondary school teacher, further/higher education lecturer, English as a Foreign Language teacher or special educational needs teacher.

TARGETpostgrad

TARGETpostgrad provides detailed information and advice on routes to becoming a teacher, choosing and applying for a teacher training course and funding.

Teach in Scotland

You can register with Teach in Scotland to get a free guide to choosing a career in teaching.

UCAS Teacher Training

UCAS offers information and advice on routes into teaching as well as support around the application process.
General Teaching Council Scotland

GTC Scotland is the independent self-regulating body for teaching in Scotland.
Tel: +44 (0) 131 314 6000
Email gtcs@gtcs.org.uk

In2Teaching

In2Teaching provide support and guidance for students, probationers and early phase teachers.