Becoming a teacher
2017/2018
Becoming a teacher

This booklet has been produced by Careers and Employability Services and the Business and Online Student Support of The Open University.

The University wishes to emphasise that, while every effort is made to ensure accuracy, the material in this booklet is subject to alteration or amendment in the light of changes in regulations or in policy or of financial or other necessity.
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1 Introduction: considering teaching as a career

This booklet has been prepared by The Open University (OU) to help prospective and current students who are seriously 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 decisions. There are many factors that can affect whether you achieve your goal or not, such as the type of teaching you want to do, where you want to do it, or where you live. This booklet outlines some of these issues but it is important that you continue to seek advice throughout your studies.

Many people develop a commitment to teaching as a career before leaving school, providing ample opportunity to plan for appropriate higher education. For others, such a decision is made later in life, so that alternative routes are needed to get into the profession – ones that can maximise the value of previous experience. Mature entrants have experience that is welcomed and of great value to the teaching profession.

For all who plan to enter teaching, however, the essential qualities needed are:

- a well-developed desire to understand and to work with children and young people
- an appreciation of the paramount importance to individuals and society of the role of education
- a flexibility of mind, enabling you to adapt as education evolves during a teacher's professional career.

Before you make your final decision to teach, you will need to test out your commitment by gaining some experience of, and insight into, working with children. It is almost essential to have some experience in an educational setting, although other settings such as after school clubs, holiday clubs, Brownies, sports clubs, etc. are all good ways of gaining experience.

Such experience is good preparation for entry to Initial Teacher Training and most institutions offering teacher training courses require that you show your commitment to a career as a teacher in this way. See page 8 for more information about ways in which you can get more classroom experience.

Enthusiasm for teaching is not enough. The work of a teacher is complex, demanding and sometimes stressful. The rewards, however, are enormous if job satisfaction is important to you.

Choosing your career is a process that involves understanding your values and motivations, recognising your skills and knowing how to find information on opportunities. It generally needs time, commitment and serious research to be successful. One important step in making any career choice is to identify the kinds of skills that you will need to be effective and successful in that career. If you are an OU student, you can do this by requesting our Career Planning and Job Seeking Workbook or by looking at this publication on the OU Careers website. If you want to do a more in-depth analysis of your skills and achievements, look at the range of activities in the Workbook or on the website. You can also contact one of our Careers & Employability Consultants for an individual interview.

If you are not yet an OU student, we have a number of resources to help you with your choice of modules. Contact Student Recruitment for more information. You may also wish to contact your student support team about your choice of modules. Additionally, you can look at the OU Careers website, where you will find useful sources of information about planning your career.

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 provider you are applying to. Trainee teachers will be subject to Disclosure and Barring Service (DBS) checks before starting their courses.

Early Years, Primary or Secondary?

Before you apply for entry to teacher training, you will need to decide whether you wish to teach in early years settings, primary or secondary schools. There are significant differences: in secondary schools you will normally specialise in one subject; in primary schools you will teach across the range of subjects. However, in England primary teachers can now develop a subject specialism such as maths, PE and English.

In Wales, Initial Teacher Training for primary also includes Welsh, as it is a National Curriculum subject. In England early years teachers specialise in early childhood development and can be employed in any early years setting.

Availability of teaching posts

The availability of teaching posts and the supply of qualified teachers to fill them varies from area to area. You are advised to check the likelihood of employment in areas where you wish to work before committing yourself to an Initial Teacher Training course.
Job shortages in Northern Ireland are forcing many qualified teachers to seek supply roles or teaching positions elsewhere. In Ireland an acute shortage of teachers in key subject areas such as maths and science currently exists. So you will find a very complex picture further complicated by birth rates and increasing numbers of pupils.

Remember to check the situation where you intend to teach by conducting your own research. Try contacting your local teacher training providers or local education authorities. You could also check government reports and the national press for details of teacher recruitment.

So you want to become a teacher?
This diagram represents the questions you need to ask yourself in relation to getting into teaching. Use this as a starting point.

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Visit job sector information for Teaching and Education on Prospects website for an overview of the education sector and links to teaching vacancies in the UK and Northern Ireland. Students in the Republic of Ireland should go to the careers sector information for Teaching and Education on the Gradireland website.

Opportunities will also be influenced by shortfalls in particular subject areas. In some areas, there are shortages in both primary and secondary teaching, although they are generally more serious in the latter.

Shortage subjects at secondary level change over time and can be not only nation specific but also by region and city. In England shortages exist across maths, computing, science, geography, modern foreign languages and English. In Scotland there are shortages in English, maths and computing.

In Wales there is a scarcity of permanent jobs for newly qualified teachers with many new teachers starting on a supply basis or a temporary contract basis.

For help with written applications and interviews go to the Department for Education website.
Finding out more about teaching

Your OU student support team can help you look at the most appropriate modules and structure for your degree. If you are a current student, you may want to talk in more depth to one of the OU’s Careers & Employability Consultants about your application for teacher training.

You can contact a Careers & Employability Consultant via the Careers website.

Have a look in Appendices 2 and 3 at the range of sources of information on teaching as a career. It is always wise to build your experience in the classroom and you can arrange your own school experience directly with a school. Some teacher training institutions run taster days, whilst more formal schemes exist such as the School Experience Programme in England.

See Appendix 3 for where to find further information depending on where you live.

There are no age limits for entry to teacher training.

Older candidates who have excellent qualifications, extensive relevant work experience and exceptional skills are often viewed as strong applicants for teacher training.

Students should investigate a number of providers early on in their study and should check back regularly to change direction if rules change.

For further information on all routes into teaching, wherever you are in the UK or Ireland, please see Appendix 3 on page 25 and look at some of the advice that follows in this publication.

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 before you start on their course. Please check the rules of entry with any teacher training providers you are considering, as rules can change every year.

2 Where to start

General advice

Many OU students enter teaching and, in general, an OU degree is a very appropriate preparation for teaching. However, the choice of what you study can be critical in ensuring that you gain entry to a teacher training course 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 either primary or secondary, and for the country in which you live. Many Initial Teacher Training 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.

You need to ensure that any choice you make equips you with the necessary entry requirements for either primary or secondary, and for the country you live in. Look at the following sections for more information.

The choice of what you should study may depend on where you live, as entry requirements do differ across the UK and in the Republic of Ireland. It is essential that you are aware of these requirements so that you choose your modules appropriately.

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.

If you have an overseas qualification, an incomplete qualification from another institution or a professional qualification, you are advised to contact advisory staff in your student support team, who may also need to consult more widely in the university if your profile is complex.

Information and advice on choosing qualifications and modules at the OU can be found on our website.
Examples of possible routes through OU study to teaching

Most students who come to the OU without experience of studying at higher education level are encouraged to begin with a Level 1 module. These modules carry 30 or 60 credits, which contribute towards the degree or other qualification.

Many of the modules provide a broad introduction to a number of subjects in a broader field – for example *The arts past and present* (AA100) provides an introduction to English language, English literature, history, philosophy, religious studies, classical studies, history of art, music and media studies. However, all of these Level 1 modules are designed to provide a good introduction to university-level study and how the OU works, as well as developing the study skills to support you in your later study.

Some students who don’t feel ready for degree study may prefer to start with an Access module. You can choose from three modules (below) which start in October and February each year.

- Arts and languages.
- People work and society.
- Science, technology and maths.

<table>
<thead>
<tr>
<th>If you want to teach ...</th>
<th>You could do an OU degree in ...</th>
<th>Starting with the module ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English language and literature</td>
<td><em>The arts past and present</em> (AA100)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics or Mathematics and its learning</td>
<td><em>Discovering mathematics</em> (MU123) or <em>Using mathematics</em> (MST124)</td>
</tr>
<tr>
<td>Science</td>
<td>Natural sciences</td>
<td><em>Questions in science</em> (S111)</td>
</tr>
<tr>
<td>ICT</td>
<td>Computing and IT</td>
<td><em>My digital life</em> (TU100)</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td><em>The arts past and present</em> (AA100)</td>
</tr>
<tr>
<td>Geography</td>
<td>Combined social sciences (geography)* or Natural sciences**</td>
<td><em>Introducing the social sciences</em> (DD102) or <em>Questions in science</em> (S111)</td>
</tr>
<tr>
<td>Languages</td>
<td>Language studies</td>
<td><em>Bon départ: beginners’ French</em> (L192) or <em>Rundblick: beginners’ German</em> (L193) or <em>Portales: beginners’ Spanish</em> (L194)</td>
</tr>
</tbody>
</table>

*To teach geography in Scotland you may need to have studied elements of both physical and human geography at university. Some Initial Teacher Education providers may require more than 50% of geography content in your degree, so you need to check this in advance of starting your degree.

**You would need to take the Earth Sciences pathway. Some Initial Teacher Education providers may require more than 50% of geography content in your degree, so you need to check this in advance of starting your degree.

It is important to remember to ensure that the degree profile you are putting together will meet the requirements of teacher training providers you might apply to. It may be possible to put together a degree as above that would not meet a provider’s requirement. In some areas, the OU does not offer sufficient modules in relevant areas to meet these requirements.

If you want to teach subjects such as music, design & technology and religious education, please be aware that most initial teacher training providers require at least 50% of your degree to be in these subjects, and at present you may not be able to gain enough credits via the OU. Therefore, make sure you check with teacher training providers for their specific requirements in advance of starting your degree.

If you are already on a foundation degree or Dip HE programme, we strongly recommend that you seek advice on the most appropriate Level 3 modules to study if you are considering topping up from a foundation degree to an honours degree. In some cases students may need additional topping up from a foundation degree to an honours degree. In some cases students may need additional Level 2 study before progressing to the Level 3 modules, in order to provide the necessary national curriculum content.

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 individual teacher training providers you may wish to apply to before embarking on your degree.

The OU’s student support team can help you look at the most appropriate modules and structure for your degree. If you are a current student, you may want to talk in more depth to one of the OU’s Career & Employability Consultants about your application for teacher training. You can contact them via our careers website.
**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 such as time management, self-reliance, problem-solving, resilience, the ability to understand and evaluate new concepts, and prioritising effectively.

Teachers must also meet the professional standards and competencies agreed by the relevant teaching council. You should familiarise yourself with these documents as they are used to assess both trainees and newly qualified teachers (NQTs) so are a useful reference when applying for Initial Teacher Training.

Newly qualified primary and secondary school teachers are given responsibility for delivering the curriculum material to their class and they also assume all the other duties of a teacher from the beginning of their appointment.

It is worth noting that NQTs in England and Wales undertake a year-long induction period to become legally qualified to teach in state schools. However support arrangements also exist in Scotland, Northern Ireland and Ireland. The purpose of an induction programme is to offer professional and personal support to bridge the gap between initial teacher training and your first role in the classroom. It combines a personalised programme of development support as well as ongoing assessment of performance against the relevant standards.

You may want to do a more in-depth analysis of your skills and achievements on the [Careers website](https://www.open.ac.uk/careers) or request a copy of the Career Planning and Jobseeking Workbook if you are an OU student. As a current OU student, or if you have studied with the OU in the last three years you can also contact one of the OU’s Careers & Employability Consultants via the website to arrange an individual interview.

**How to gain classroom experience**

Many OU students are able to arrange their own school experience directly with a school. There are lots of ways to do this, for example by contacting your old school or try contacting schools in your local area. They are often happy to arrange for you to spend a day or more observing classes or shadowing one of the teachers. If you have more time available, you could speak to a local school about becoming a regular volunteer – perhaps as a classroom assistant. If you are undecided between primary or secondary teaching, gain classroom experience in both, as this can help you make a decision. You may also be able to obtain paid work in schools as a teaching assistant, lab technician, learning mentor, etc. Posts are usually advertised on local authority websites. You will need to have a DBS check so allow plenty of time for this.
Depending on your location formal schemes to build experience do exist. The Department for Education can help you gain school experience through the School Experience Programme. Visit the Get into Teaching website. In Wales taster days are organised by individual teacher training providers.

- in what way you enjoyed working with the children
- how you communicated with other teachers and parents
- how you engaged the students in your specialist subject knowledge
- how you enjoyed responding to the challenges of working in a classroom
- how you motivated and engaged the pupils.

There are also other ways of experiencing working with children, such as volunteering to work in a youth club or as a Scout or Guide leader. This can give you the kind of appreciation and experience to make your teacher training application stand out from the crowd.

**Graduate Teaching Internships**

The new Graduate Teaching Intern (GTI) scheme allows graduates potentially interested in a teaching career to TryTeaching in a school in England as part of a paid internship programme.

It offers graduates the opportunity to work in schools in a salaried post, in a fully supported setting, to help them make an informed decision about a career in teaching and develop transferable employability skills valued by all professions.
To teach in state or grant-maintained schools you must have a degree and qualified teacher status (QTS). Most teaching staff in independent schools and colleges also have QTS. QTS is obtained by undertaking Initial Teacher Training. Entry to all courses of Initial Teacher Training is governed by national regulations. Higher Education Institutions (HEIs) are now required to use your degree classification as a criterion in selection and the amount of bursary that you receive depends on your degree classification. You can apply for Initial Teacher Training programmes offered through HEIs, SCITTs and School Direct via a new single online system, UCAS Teacher Training.

To obtain QTS in England, you must also pass professional skills tests in literacy and numeracy, and you are now required to pass these before beginning your course. More information can be found on the Department for Education website.

See the information on page 8 about the GCSE (or equivalent qualification) requirements for English and maths. Please note that if you are studying for an OU degree, you should contact local institutions who offer courses of Initial Teacher Training to check whether your degree profile is acceptable to them.

If you intend to teach at secondary level your Initial Teacher Training provider may require you to complete a Subject knowledge enhancement (SKE) course if they feel you need to acquire more knowledge in the following subject areas: biology, chemistry, computing, English, design and technology geography, mathematics, languages, and physics.

You can obtain Qualified Teacher Status (QTS) via these routes:

**After completing a degree:**

- **Postgraduate Certificate in Education at masters’ level:** Many universities offer the Postgraduate Certificate in Education (PGCE) which is available for Primary and Secondary teaching.
- **School-centred Initial Teacher Training (SCITT):** SCITT programmes are usually one year and lead to qualified teacher status (QTS). They are designed and delivered by groups of neighbouring schools and colleges, taught by experienced, practising teachers and often tailored towards local teaching needs. Some also award you a PGCE validated by a higher education institution.
- **School Direct:** School Direct places are offered by a school or group of schools in partnership with an accredited teacher training institution. You can expect to undertake placements and training in schools with experience of Initial Teacher Training, including teaching school alliances judged as outstanding by Ofsted and which excel at training and developing their staff. School Direct programmes may also include a PGCE.

**Employment based routes:**

- **School Direct (Salaried):** This is similar to the School Direct route, but trainees are employed as an unqualified teacher with a salary subsidised by the Department for Education. This programme is open to graduates with three or more years’ career experience.

**Postgraduate Teaching Apprenticeship (England only):** Available for a September 2018 start you can search and apply for Postgraduate Teaching Apprenticeships through UCAS Teacher Training portal. Apprentices will work towards attaining qualified teacher status (QTS). Similar to the School Direct salaried route - you’ll earn a salary on the unqualified teachers’ pay scale.

**Assessment Only (AO):** provides a route for those with considerable experience of working in at least two schools or colleges to gain Qualified Teacher Status (QTS). This route is designed for experienced unqualified teachers, instructors, cover-supervisors and HLTAs. It is also available for experienced FE lecturers who are now working in school and wish to gain QTS. You’ll need to provide documentary evidence which will be assessed in a school by your training provider. This route therefore requires your employers support.

- **Teach First:** A two-year leadership development training programme designed to deliver social and economic change by addressing educational disadvantages. Teachers work in a challenging early years, primary or secondary school in England and Wales. See the TeachFirst website.

**HMC Teacher Training:** This is a two year training route in HMC independent senior schools across the UK. Trainee posts are salaried and you work towards QTS and a PGCE as soon as you start in school.

**A qualifying degree:**

- Another option for primary teaching is to study for a Bachelor of Education (BEd) or BA/BSc with QTS, which includes degree study and a teaching component.
Early Years Teaching

If you want to teach children aged 0–5 you need to complete Early Years Initial Teacher Training (EYITT) leading to Early Years Teacher Status (EYTS). You need a degree and at least a GCSE C grade (or equivalent) in English, maths and science. You also need to pass professional skills tests in numeracy and literacy.

EYITT programmes include:

- Graduate entry: a 12-month full-time academic course with school placements.
- Employment-based graduate entry: a 12-month part-time programme for graduates already working in an early years setting.
- School Direct (Early Years): some places are offered in schools or nurseries with potential for continued employment after achieving EYTS.

Applicants for training apply directly to the provider. The Department for Education website has further information on how to become an early years teacher including a link to a full list of providers of training programmes leading to Early Years Teacher Status and School Direct (Early Years) lead organisations.

Primary teaching

All institutions offering PGCE courses must satisfy themselves that the content of applicants’ previous education provides the necessary foundation for work as a primary teacher. It is therefore very important that you check with a primary PGCE provider that your proposed degree will be appropriate. This does not mean that your degree has to have covered all or even most of the subjects in the primary curriculum, since it is the task of a PGCE course to familiarise students with the National Curriculum requirements and to prepare them to plan and teach lessons in them.

Although not essential it is advantageous to have a degree which is clearly and substantially relevant to at least one of the subjects of the primary curriculum. These are:

- art and design
- design and technology
- English
- geography
- history
- computing
- mathematics
- modern foreign languages (at Key Stage 2, age 7–11)
- music
- physical education
- science
- religious education.

Follow this link for more information on the National Curriculum.

This is because the government wants more teachers who can work as subject specialists in the sciences, maths, languages or other subjects.

Some teacher training providers recommend that a minimum of one-third of your degree should relate to your chosen subject specialism and that at least half your degree in total should be relevant to one or more of the above subjects.

However, it may be helpful for an OU degree (360 credits) that you take at least 240 credits as a single subject core. Although 180 credits can be regarded as a minimum, many head teachers welcome job applicants with a stronger subject background who will be capable of taking the curriculum lead in a specific subject area within the school.

It is for you to decide whether to take your remaining credits in other school subject areas, or further strengthen your subject expertise in your main area of study. We strongly advise you not to spread your modules too widely across the school curriculum, but to cluster them in one or two areas (for example, science and design & technology), so that the specialism you offer to any future employer is clear. Some teacher training providers may prefer a named degree, rather than an Open degree, so please check this before embarking on your studies.

Please note that many Initial Teacher Training providers accept non-curriculum based degrees, e.g. psychology, social sciences, childhood & youth, etc. However, you are strongly encouraged to check this out with individual providers you may wish to apply to. In these cases you may have to provide evidence of strength in other areas such as A-levels in National Curriculum subjects and/or school experience or working with young people.

An honours degree (360 credits) with a 2:2 classification is usually considered the minimum requirement for entry to teacher training. Many Initial Teacher Training providers will stipulate a 2:1.

If you do not meet this criteria, for example if you have an ordinary degree (without honours) or a third-class honours degree we highly recommend you contact the Initial Teacher Training providers you intend to apply to.

However, you should ensure that you meet all the other requirements for entry to primary teaching. You must have a GCSE (or equivalent qualification) of grade A–C or equivalent in English language, mathematics and science.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your student support team.
Secondary teaching

For admission to a secondary PGCE course in England (for pupils aged 11–18) you will need to ensure a clear core of study in your degree in subjects relevant to the one you wish to train to teach (although relevant experience will also be taken into consideration).

See further information on the secondary curriculum.

The most recent regulations do not specify how many years’ equivalence of subject study your degree should have. However, we recommend that for an OU degree (360 credits) you take at least 240 credits’ worth of modules that are appropriate to the subject you intend to teach. Furthermore, to ensure your modules give you a good grounding in the subject, especially for the requirement to be able to teach up to A-level/BTEC National/NVQ level 3, you are advised to consider taking more than 240 credits in your chosen subject.

Applying for an initial teacher training place in England

Applications for the majority of Initial Teacher Training courses in England should be made through UCAS Teacher Training. Exceptions include Teach First and HMC Teacher Training which require direct applications through their website.

Information on Initial Teacher Training programmes is released ahead of time usually by the start of each academic year. In the case of UCAS Teacher Training this is usually near the end of October. OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December.

If you are hoping to complete your OU degree at the end of 2017, you are not eligible to enter training until September or October 2018 when your degree results are known. 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.

Please be aware that Teach First, HMC Teacher Training and Early Years Initial Teacher Training (EYITT) are direct applications outside of UCAS, so timescales and the application process will both be different.

Please check the entry requirements with any teacher training providers you are considering, well in advance of applying, as rules can change every year. You must also have at least a grade C (or equivalent) in mathematics and English language at GCSE (or equivalent qualification).

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your student support team.
Entry requirements for teacher training in Wales are very similar to those for England (see page 10). However, there are some differences:

a) Welsh is also a National Curriculum subject. All students undergoing Initial Teacher Training in primary education will have to study some Welsh but do not necessarily need to have a prior knowledge.

b) The requirement for a GCSE in English or maths is for an A or B grade (or equivalent). In addition, for entry to a primary PGCE, a Grade A-C (or equivalent) is also required in science.

c) The literacy and numeracy skills tests for Wales must be completed at the time of the interview.

Applications for the employment-based Initial Teacher Training route – known as the Graduate Teacher Programme (GTP) – should be made directly to the provider. For more information go to the Teacher Training and Education in Wales website.

Teach First, a two-year paid teacher training programme designed to address economic disadvantage and is now available in secondary subjects across Wales.

Some of these routes are available through the medium of Welsh, depending on the provider.

Please note that if you are studying for an OU degree, you should contact local institutions who offer courses of Initial Teacher Training to check that your degree profile is acceptable to them.

**Primary teaching**

All institutions offering PGCE courses must satisfy themselves that the content of applicants’ previous education provides the necessary foundation for work as a primary teacher. **It is therefore very important that you check with a primary PGCE provider that your proposed degree will be appropriate.** This does not mean that your degree has to have covered all or even most of the subjects in the primary curriculum, since it is the task of a PGCE course to familiarise students with the National Curriculum requirements and to prepare them to plan and teach lessons in them.

Although not essential it is advantageous to have a degree which is clearly and substantially relevant to at least one of the subjects in the primary curriculum.

This encompasses the core subjects – English, Welsh, modern foreign languages, mathematics and science – and the foundation subjects: ICT, design and technology, history, geography, art and design, music, physical education, and religious education. See the Teacher Training and Education in Wales website for further advice on entry requirements for primary teacher training in Wales.

Some teacher training providers recommend that a minimum of one-third of your degree should relate to your chosen subject specialism and that at least half your degree in total should be relevant to one or more of the above subjects.

However, it may be helpful for an OU degree (360 credits) that you take at least 240 credits as a single subject core. Although 180 credits can be regarded as a minimum, many head teachers welcome job applicants with a stronger subject background who will be capable of taking the curriculum lead in a specific subject area within the school. If you apply for a primary PGCE, you may be asked to nominate your subject specialism on your application form.

It is for you to decide whether to take your remaining credits in other school subject areas, or further strengthen your subject expertise in your main area of study. We strongly advise you not to spread your modules too widely across the school curriculum, but to cluster them in one or two areas (for example, science and design & technology), so that the specialism you offer to any future employer is clear.

Please note that many primary PGCE providers will accept non-curriculum based degrees, e.g. psychology, social sciences, childhood and youth, etc. However, you are strongly encouraged to check this out with individual providers you may wish to apply to. In these cases you may have to provide evidence of strength in other areas such as A-levels in National Curriculum subjects and/or school experience or working with young people.

An honours degree (360 credits) with a 2:2 classification is usually considered the minimum requirement for entry to teacher training. Many Initial Teacher Training providers will stipulate a 2:1.
If you do not meet this criteria, for example if you have an ordinary degree (without honours) or a third-class honours degree we highly recommend you contact the providers you intend to apply to. Only first class honours degrees in English, Welsh, maths and science attract additional training grants.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your student support team.

**Secondary teaching**

For admission to a secondary PGCE course in Wales (for pupils aged 11–18) you will need to ensure a clear core of study in your degree in subjects relevant to the one you wish to train to teach (although with mature students, relevant experience will also be taken into consideration). See the Teacher Training and Education in Wales website for further advice on entry requirements for secondary teacher training.

The most recent regulations do not specify how many years’ equivalence of subject study your degree should have. However, we recommend that for an OU degree (360 credits) you take at least 240 credits’ worth of modules that are appropriate to the subject you intend to teach. Furthermore, to ensure your modules give you a good grounding in the subject, especially for the requirement to be able to teach up to A-level/BTEC National/NVQ level 3, you are advised to consider taking more than 240 credits in your chosen subject.

If you decide to include some Faculty of Education and Language Studies modules in your degree, this may have some advantages as outlined for primary PGCE courses. However, you need to be cautious about this decision, particularly when you are constructing a strong degree profile in one main subject.

**Applying for an initial teacher training place in Wales**

Applications for the majority of initial teacher training courses in Wales should be made through UCAS Teacher Training. Exceptions include Teach First which requires direct applications through their website.

Information on Initial Teacher Training programmes is released ahead of time usually by the start of each academic year. In the case of UCAS Teacher Training this is usually near the end of October.

OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. If you hope to complete your OU degree at the end of 2017, you will not be eligible to enter training until September or October 2018 when your degree results are known.

Some part-time courses have a rolling registration, with several start dates throughout the year. Please check the rules of entry with any teacher training providers you are considering, well in advance of applying, as rules can change every year.

You must also have at least a grade C in mathematics and English language at GCSE (or equivalent qualification) level.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your student support team.
6 Training to teach in Scotland

There are two 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).

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.

The Scottish government announced an increase in teacher training places for 2017-18 to address teacher shortages particularly at secondary level in STEM subjects and in northern and rural parts of 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), Teacher Education institutions do not specify any particular degree but will ask for evidence of an understanding of primary education in Scotland. 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 Teacher Education Institution first.

How OU study can prepare you for entry into primary teaching

When 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 decide to include some Faculty of Education and Language Studies modules in your degree, this may have some advantages, such as enabling you to make a more deliberate and informed decision about entering teaching and demonstrating a serious and long-standing interest in education. However, you should ensure that you meet all the other requirements for entry to primary teaching.

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. Students are always advised to confirm choices with the 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 a pass at Higher English or equivalent (SCQF level 6). Relevant OU modules may be accepted in place of the latter but always check with the Initial Teacher Education provider first.

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. Some 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 teacher training providers you are considering, well in advance of applying as rules can change every year.

How OU study can prepare you for entry into secondary teaching

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 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.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your student support team.
It is compulsory to have a recognised teacher training qualification in order to gain a permanent teaching post in primary or post-primary (secondary) schools in Northern Ireland (NI). For OU graduates this will be a Postgraduate Certificate of Education (PGCE).

If you wish to be employed as a teacher in a grant-aided school, or work as a peripatetic teacher in Northern Ireland, you must be registered with the General Teaching Council for Northern Ireland (GTCNI) and confirmed as being ‘eligible to teach’ by the Department of Education (DENI).

In contrast with the rest of the UK, there are no shortage or priority subjects in Northern Ireland. Applications are made to institutions directly.

**Primary teaching**

Ideally your degree would be appropriate to a primary education subject area however it may be helpful for an OU degree (360 credits) that you take at least 240 credits as a single subject core. Although 180 credits can be regarded as a minimum, many head teachers welcome job applicants with a stronger subject background who will be capable of taking the curriculum lead in a specific subject area within the school.

It is for you to decide whether to take your remaining credits in other school subject areas, or further strengthen your subject expertise in your main area of study. We strongly advise you not to spread your modules too widely across the school curriculum, but to cluster them in one or two areas so that the specialism you offer to any future employer is clear.

Please note that some primary PGCE providers may accept non-curriculum based degrees, e.g. psychology, social sciences, etc. However, you are strongly encouraged to check this out with individual providers you may wish to apply to.

An honours degree (360 credits) with a 2:2 classification is usually considered the minimum requirement for entry to teacher training. Many Initial Teacher Training providers will stipulate a 2:1. If you do not meet this criteria, for example if you have an ordinary degree (without honours) or a third-class honours degree we highly recommend you contact the providers you intend to apply to.

For more information see the Council for the Curriculum, Examinations and Assessment website and click on ‘Key stages 1 & 2’.

**Secondary teaching**

Admission to a secondary PGCE course in Northern Ireland is similar to England (see page 11) You must also have at least a grade C in mathematics and English language at GCSE (or equivalent qualification) level.

OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. Some Initial Teacher Training providers will expect you to officially have your degree before you start on their course. Please check the rules of entry with any teacher training providers you are considering, well in advance of applying as rules can change every year.
Ireland had the highest birthrate in the EU in 2016 and the number of pupils entering primary and post-primary education has risen as a consequence. This has led to an increased demand for teachers at primary level and shortages in some post-primary subjects such as science, maths and MFL. In addition, the growing religious and cultural diversity of the school population – 10% born outside the state – is a new challenge for the Irish education system.

Many newly qualified teachers (NQTs) begin their teaching careers in non-permanent contracts as they build their experience. However, the lessening of austerity measures, the demands of a high-tech economy and growing class sizes as the primary bulge moves through the system is bringing about more opportunities for qualified teachers.

In the Republic of Ireland, teachers must hold a degree and teacher training qualifications to teach in a state maintained school at primary 5-11 and post primary 12-18. This can be through the concurrent route (Bachelor of Education) or consecutive route studying for the Professional Masters of Education (PME) which takes 2 years. This replaced the PDE/H.Dip.

For all teacher training pathways, minimum entry is via an honours degree – this is cited as a Level 8 degree in line with the National Framework of Qualifications in Ireland. For second-level teaching you must be able to teach at least one curricular subject to the highest level within the post-primary curriculum as specified by the Teaching Council.

This requires that your degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) in the curricular subject area you want to teach in. You are strongly advised to check how your degree and modules map onto your proposed teaching subject as soon as possible. For more information see the Teaching Council website.

**UK Initial Teacher Training courses are not automatically recognised in the Republic of Ireland. You should contact the Teaching Council if this relates to you.**

**Primary teaching**

Apart from having honours degree, there is no subject content requirement for entry to a Professional Masters in Education – Primary (many providers specify 2.2 result or higher or a major award at level 9 or 10) however OU students are well advised to consider the advantages of being able to offer subjects such as IT, maths and science as part of their degree, as teaching subjects at a very early foundation stage become vital to the economic development of the country.

Applicants for primary PME programmes will not only have to demonstrate their proficiency in English and maths, but also in the Irish language. If you do not have Irish Leaving Certificates, there are alternative qualifications such as the Diploma sa Ghaeilge. See the Department of Education and Skills website for further details or contact providers directly.
PME – Primary courses are offered in two ways –
college based or online

College based:
• Froebel Department, Maynooth University
• St. Patrick’s Drumcondra
• Marino Institute of Education
• Mary Immaculate College (Limerick)

Application forms and further details are available on
relevant College websites.

The closing date is April for September entry, with
interviews and oral tests in late May.

Online:
• Hibernia College.

Various intakes are available. Contact the college for
further information.

As with all teacher training applications, colleges are
looking for students with a clear and demonstrable
interest in teaching as a career. Observation time in
a classroom or working as a classroom assistant are
the minimum requirements expected, and additional
experience of supporting and developing young people
are an added advantage.

Post-primary teaching
The relevancy of your degree content cannot be
overstated: the requirements of the Teaching Council
are quite prescriptive. It is your responsibility to ensure
that you meet the subject criteria before applying to
a Professional Masters in Education programme. You
should check the Teaching Council document ‘Curricular
Subject Requirements (post-primary)’.

The major difference with applications to post-primary
teacher training in Ireland is the process. National
University of Ireland (NUI) universities use a centralised
application – Postgraduate Applications Centre (PAC).
This system is a points system, where applicants are
evaluated on:
• performance in primary degree
• additional academic qualifications
• additional paid professional experience.

No interviews are required. A maximum of 10% of
available places are open to students with business
and business related degrees due to a subject quota.
The closing date is December.

Other universities’ like Trinity, Limerick and Dublin City
University accept direct applications and conduct
interviews. Closing dates vary, but are usually in January,
so do check this in advance.

Hibernia College offer an online PME with a number of
starting dates.

On completion of a two-year PME, registration with
the Teaching Council of Ireland is then required before
applying for full-time or substitution (temporary) posts.
See the Department of Education website.

9 Fees and grants

There is a range of grants, loans, bursaries and awards
available to trainee teachers in the UK. In England
and Northern Ireland, universities are able to charge
variable fees. Initial Teacher Training students are
eligible to apply for tuition fee loans and students may
also be eligible for training bursaries or scholarships in
England in both primary and secondary subjects.

It should be noted that financial support varies from
country to country, so all prospective students to teacher
training are advised to seek up-to-date information
from the appropriate contacts – some of which are
listed here and in Appendix 3 on page 25.

The amount of support available can change each
academic year, so it’s important that you consult the
relevant websites for the most up-to-date information.

• Department for Education (DFE):
  www.education.gov.uk/get-into-teaching
• Scottish Government Education Department:
  www.teachinscotland.org

• Teacher Training and Education in Wales
  teachertrainingcymru.org/home
• Department of Education (Northern Ireland):
  www.deni.gov.uk
• Department of Education and Science (Republic
  of Ireland): www.education.ie.

Further information on financial support is available
from:

• Student Finance (England):
  www.direct.gov.uk/studentfinance
• Student Finance Wales:
  www.studentfinancewales.co.uk
• Student Awards Agency Scotland:
  www.saas.gov.uk
• Student Finance (Northern Ireland):
  www.studentfinanceni.co.uk
• Student Finance (Republic of Ireland):
  www.studentfinance.ie.
10 Specialisms in teaching and other education-related careers

This publication is mainly about teaching in schools, but this section contains information on other areas of teaching and careers related to teaching that you might want to consider.

Some people want to specialise in different areas of teaching (e.g. further or tertiary education, inclusive education). You should ensure that you carefully research how you can train for these and what the implications might be for planning your OU study.

Look in Appendix 1 for further information. The OU’s Education Prospectus outlines the range of modules in education that lead to recognised qualifications. You can request this from the Study at the OU website or Student Recruitment on +44 (0)300 303 5303.

Further education teaching

Teachers in further education (FE) work mainly with post-16 and/or adult learners. They teach at all levels, from basic skills to HNC/D, degrees and professional diplomas. Courses may lead to general or vocational qualifications to prepare students for work or higher education. Formal qualification requirements for FE teachers were revoked in September 2013, but the sector still recognises the need for good teaching qualifications.

For new entrants to the profession in England and Wales the usual route is a PGCE in Further Education or Post Compulsory Education. This can be a full-time university-based course, or part-time in-service course. It may be possible to secure a job in FE without taking a PGCE.

It is up to employers to decide what qualifications they require their staff to have and what CPD is appropriate although it is desirable to have a relevant qualification. The Preparing to Teach in the Lifelong Learning Sector (PTLLS), Certificate to Teach in the Lifelong Learning Sector (CTLLS) and Diploma to Teach in the Lifelong Learning Sector (DTLLS) qualifications have been replaced by:

- **Level 3 Award in Education and Training**: a short introductory course including peer-to-peer teaching practice, which you can take without the need to have a placement or be employed as a teacher.
- **Level 4 Certificate in Education and Training**: develops practical teaching skills and includes a minimum of 30 hours of teaching practice.
- **Level 5 Diploma in Education and Training**: training for a full teaching role which includes educational theory and a minimum of 100 hours of teaching practice. It’s possible to include specialist training at this level in literacy, English for Speakers of other Languages (ESOL), mathematics or teaching disabled learners.

**PGCEs in post-compulsory education** continue to be offered by higher education institutions either directly or through associated colleges. The PGCE incorporates the requirements of the level 5 diploma, but offers additional units at a higher level. The PGCE can be undertaken as a full-time one-year course, incorporating teaching practice, or on a part-time basis. It should also enable you to apply for Qualified Teacher Learning and Skills (QTLS) status and be recognised as equivalent to Qualified Teacher Status (QTS) in schools.

Further education teaching

Teachers in further education (FE) work mainly with post-16 and/or adult learners. They teach at all levels, from basic skills to HNC/D, degrees and professional diplomas. Courses may lead to general or vocational qualifications to prepare students for work or higher education. Formal qualification requirements for FE teachers were revoked in September 2013, but the sector still recognises the need for good teaching qualifications.

For new entrants to the profession in Scotland, the Teaching Qualification in Further Education (TQFE) is usually undertaken by lecturers post-employment through one of the three approved universities – Aberdeen, Dundee and Stirling. The qualification can be taken at either undergraduate or postgraduate level depending on whether the lecturer has a degree, HND or professional qualification. Further information can be obtained from the Professional Learning & Development Forum Scotland website.

In the Republic of Ireland, since 2013 in accordance with The Teaching Council [Registration] Regulations, 2009, all teachers in further education are required to hold a level 8 degree on the Nation Qualifications Framework, and a teacher education qualification. Further information is available from the Teaching Council.

Higher education lecturing

To become a university lecturer you will normally need to study for masters or PhD qualifications in the subject 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 fixed-term contracts. For more information go to Prospects website.
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. As an associate lecturer you would offer learning support to students through:

- 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. Many OU associate lecturers teach full- or part-time at other education institutions.

Not all 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 Job Opportunities at The Open University.

Teaching/classroom assistants

Some schools in England and Wales now employ specialist teaching assistants and, in England, Higher Level Teaching Assistants (HLTA). Please note that these specialisms do not currently exist in Scotland, Northern Ireland and the Republic of Ireland.

The OU offers a module that will introduce you to a range of aspects relevant to education in the primary years. Please see the OU website or ask for a prospectus from Student Recruitment on +44 (0)300 303 5303. This module, Learning and teaching in the primary years (E103), is a key introductory module for the BA (Honours) Education Studies (Primary) Q94; Diploma of Higher Education in Education Studies (Primary) W54; and Certificate of Higher Education in Education Studies (Primary) T29.

If you are considering doing a Diploma of Higher Education as a way to gain entry to becoming a teacher, you are strongly advised to seek advice from your student support team, an Initial Teacher Training provider, your national agency for teacher education and training, or your local education authority beforehand. (See Appendix 3 for contact details.) If you are already on a foundation degree programme, we strongly recommend that you seek advice on the most appropriate Level 3 (SCQF level 10) modules to study if you are considering topping up from a foundation degree/Dip HE to an honours degree. In some cases students may need additional Level 2 (SCQF Levels 8 or 9) study before progressing to the Level 3 (SCQF level 10) modules, in order to provide the necessary national curriculum content.

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. The standard qualification for entry into TEFL and for work in an accredited school in the UK is a certificate-level qualification. Most employers tend to favour courses of a minimum of 100 hours’ teaching input plus observed teaching practice. The 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).

For more information, go to Prospects website.

Other education-related careers

If you are interested in other education-related careers or any specialist area of teaching such as special needs teaching, adult education, private music teaching, learning mentor, English as a second language teacher, etc, please seek further advice from your student support team. If you are an OU student, they may refer you for an individual interview with one of our Careers & Employability Consultants. The Education Alternatives publication by AGCAS is also recommended.

Other sources of information can be found in Appendix 3.
Disability and additional requirements

Many employers have well-developed equal opportunities policies to help them recruit a more diverse workforce. 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. If you have a disability or additional requirement, some of the following resources and organisations may be useful to you:

- If you are an OU student, ask for a copy of the *Career Planning and Job Seeking Workbook* from your student support team. It includes advice and information about equality and diversity issues in job seeking. It is also available to view or print from the OU Careers website if you have an OU computer username and password. You may also find some helpful information on our Services for Disabled Students webpages.

- **Royal National Institute of Blind People (RNIB)**
  105 Judd Street
  London WC1H 9NE
  Phone: +44 (0)20 7388 1266
  Helpline: +44 (0)303 123 9999
  Website: [www.rnib.org.uk](http://www.rnib.org.uk)

- **Action on Hearing Loss (formerly the RNID)**
  19–23 Featherstone Street
  London EC1Y 8SL
  Phone: +44 (0)808 808 0123
  Textphone: +44 (0)808 808 9000
  Website: [www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)
Appendix 1: The Open University contact information

For advice about choosing OU qualifications and modules visit our website or call Student Recruitment (contact details below).

**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 lines are open:  
Monday to Friday: 08:00 to 20:00 (UK time)  
Saturday: 09:00 to 17:00

Calls to this line are charged at the UK local rate when calling from a UK landline.

**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 you 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 gywysglu à’r Brifysgol Agored yn Nghymru yng Nghaerdydd lle byddwn yn falch o roi cyfarwyddyd personol i chi yn ogystal â gwybodaeth am y gwasanaethau sydd ar gael. Gallwch gywysglu à ni drwy lythyr, galwad ffon neu neges ebost, neu, os yw hi’n well gennych, mae croeso i chi ymweld â ni. Byddem yn argymell i chi wneud apwyntiad gyntaf i sicrhau y bydd arbenigwyr priodol ar gael.  

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

Rhif ffon: + 44 (0) 29 2047 1170  
Ebost: wales@open.ac.uk

**Republic of Ireland**

Phone our Enquiry and Advice Centre in Dublin on 01 6785399 or The Open University in Ireland on +44 (0)28 9032 3722.  
Email: ireland@open.ac.uk
Appendix 2: Careers websites

The Open University

For careers information, visit the OU Careers website. 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 of our Careers & Employability Consultants offering guidance about getting into teaching, on our website. You will need your OU computer username to view these.

Universities and colleges are required to publish short ‘employability statements’ describing what they offer to students to support their employability and their transition into employment and beyond. You’ll find The Open University’s student employability statement on our website.

For details of OU qualifications and modules, visit our website www.open.ac.uk/study.

Prospects

Prospects website includes:

- Job sectors that provide comprehensive guides to different career areas including Teaching and Education.
- Job profiles that enable you to search for detailed job profiles by job title 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.

TARGETjobs

TARGETjobs provides information on the teaching and education sector, advice on applications and interviews for teaching jobs and sources of teaching jobs.

Gradireland

Gradireland provides comprehensive advice and information on the Teaching and Education career sector for those wanting to enter teaching in Ireland (both Northern Ireland and the Republic).
Appendix 3: Other organisations offering information

England and Wales

Department for Education
https://getintoteaching.education.gov.uk/

The department provides a range of resources on their website to support applicants for teacher training and produces a range of publications covering primary and secondary level teaching and teacher training, and the various subject specialisms of the school curriculum.

To contact the DfE for further information about teaching and the routes into teaching call the Teaching Line on: +44 (0)800 389 2500 (for English speakers), +44 (0)800 085 0971 (for Welsh speakers) or +44 (0)117 915 8161 (minicom).

Teacher Training and Education in Wales
www.teachertrainingcymru.org

The National Assembly for Wales website that works to promote Initial Teacher Education in Wales.

The Education Workforce Council (EWC)
www.ewc.wales

The independent regulator in Wales for teachers in maintained schools, FE teachers and learning support staff in schools and FE.

TeachFirst
www.teachfirst.org.uk

4 More London
Riverside
London SE1 2AU
Tel: +44 (0)844 880 1800

A two-year teacher training and leadership development programme involving working in a challenging early years, primary or secondary school in England and Wales. The programme involves focusing on the achievements and aspirations of pupils and their access to further opportunities both in education and beyond. TeachFirst aims to take outstanding graduates and transform them into inspiring leaders.

University and College Union
www.ucu.org.uk

Carlow Street
London, MW1 7LH
Tel: +44 (0)20 7756 2500

A professional association of staff working in further and higher education who can offer advice on training to teach and work in this field.

UCAS Teacher Training
www.ucas.com/ucas/teacher-training

Tel: +44 0371 468 0468

Offers information on all PGCE courses and the application process.

NASUWT
www.nasuwt.org.uk

Hillscourt Education Centre
Rose Hill
Rednal
Birmingham B45 8RS
Tel: +44 (0)121 453 6150

NASUWT is the largest teachers’ union in the UK representing teachers and headteachers in all sectors. NASUWT campaigns to improve teachers’ pay, reduce workload, remove bureaucracy, achieve a better work/life balance and tackle pupil indiscipline. Unrivalled legal and professional services are provided by a network of national, regional and local officers.

TeachVac
www.teachvac.co.uk

TeachVac helps teachers search for jobs and schools list vacancies. Registration and use is free for teachers, trainees and schools.
Scotland

The Teach in Scotland website www.teachinscotland.org is a collaboration between the Scottish Government and Education Scotland. For queries on information on the website contact:

The Scottish Government
www.scotland.gov.uk
Tel: +44 (0)845 345 4745
Email: teaching@scotland.gsi.gov.uk

Education Scotland
www.educationscotland.gov.uk
Tel: +44 (0)131 244 4330
Email: enquiries@educationscotland.gov.uk

This national body is responsible for supporting quality and improvement in learning and teaching from early years to adult and community learning.

The General Teaching Council for Scotland
www.gtcs.org.uk
Clerwood House
96 Clermiston Road
Edinburgh, EH12 6UT
Tel: +44 (0)131 314 6000
Email: gtcs@gtcs.org.uk

Student Awards Agency for Scotland
www.saas.gov.uk
Saughton House
Broomhouse Drive
Edinburgh
EH11 3UT
Tel: 0300 555 0505

Northern Ireland

The General Teaching Council for Northern Ireland
www.gtcni.org.uk
3rd Floor, Albany House
73–75 Great Victoria Street
Belfast BT2 7AF
Tel: +44 (0)28 9033 3390
Email: info@gtcni.org.uk

The Department of Education Northern Ireland
www.deni.gov.uk
Rathgael House
Balloo Road
Rathgill, Bangor
BT19 7PR
Tel: +44 (0)28 9127 9279
Email: DE.DEWebMail@education-ni.gov.uk

Further details about financial support are available from www.studentfinanceni.co.uk

Republic of Ireland

Department of Education and Science
www.education.ie
Tel: 01 889 6400

The Teaching Council
www.teachingcouncil.ie
The professional body for teaching in Ireland
Tel: 01 651 7900

Other organisations offering information