

GTP FAQs

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1 How can I get my English/ Maths/Science GCSEs?

GCSE Equivalency tests are offered for individuals who have not reached the standard grade in their previous schooling. Universities or employment based initial teacher training (EBITT) providers have to verify that applicants have reached the standard of grade C or above at GCSE in English, Maths or Science. Providers will consider the possible equivalence of any qualifications you may have or may offer you an equivalence test. Each provider makes its own decisions about the qualifications they can accept, so contact your chosen provider before applying.

If the provider does not offer an equivalency test go to www.equivalencytesting.com for a list of equivalency testing providers. Check with individual providers prior to arranging an equivalency test to ensure they accept the equivalency qualification. Or contact your local further education college or adult education provider for information about GCSE courses.

Floodlight provides details of courses throughout London

<http://london.floodlight.co.uk/london/courses-classes-lessons/subject/qualification/study/region/16180339/220706/100/domain.html>

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2. How do I top up my degree, it is not recognised as a UK degree?

If your degree is not equivalent to a UK degree then you have the following options:

- Topping up your qualification to a degree at a UK university. This would involve the university assessing your qualification and awarding you with a number of credits towards a degree. You would then be advised about the units/modules that you need to complete in order to achieve your degree. For further information about topping up a qualification to a degree contact your local university.
- The Registered Teacher Programme (RTP) allows non-graduates with some experience of higher education to complete their degree and qualify as a teacher at the same time. It provides a blend of work-based teacher training and academic study. On the RTP, trainees will be employed by a school as an unqualified teacher, earn a salary,

complete a degree and work towards qualified teacher status (QTS) all at the same time.

For further information about the RTP go to:

<http://tda/get-into-teaching/teacher-training-options/registered-teacher-programme.aspx?keywords=RTP>

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3. I have GCSEs of grade C and above in Maths, English and ICT, do I still need to take the QTS skills tests in numeracy, literacy and ICT?

Yes, the tests have been designed to ensure all teachers are competent in numeracy, literacy and ICT, regardless of their specialism. The tests do not replace the GCSE grade C or above entry requirements.

The tests cover the core skills that teachers need to fulfill their wider professional role in schools. Test questions in all three skills areas have been written using real data and information which teachers are likely to use. They have been extensively trialed and piloted by trainee teachers and teachers.

The tests are computerised and can be taken at any of approximately 50 test centres throughout England. You will need to obtain a pass mark of at least 60 per cent for each skills test.

Please note: the requirement to take the QTS skills tests is only applicable to candidates undertaking their initial teacher training (ITT) in England. Once you have enrolled on an ITT course you will be given a skills test number by your ITT provider. All three skills tests must be successfully completed before QTS can be awarded.

Click below for further information about the skills tests:

<http://tda/trainee-teacher/qts-skills-tests.aspx?keywords=skills+tests>

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4. How do I check if my qualifications are equivalent to UK qualifications?

Contact UK NARIC, tel: 0870 9904088, website: <http://www.naric.org.uk>

For a letter of comparability. NARIC will charge a fee for this service.

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5. I would like to apply for a teacher training course but I need to improve my written English. What courses are available?

There are a number of courses available to help you improve your reading, writing and spoken English. Courses range from 2 weeks up to 9 months. Courses are provided by universities, colleges and other independent providers. Do ensure that you research the courses carefully, as providers have different entry requirements. Also check that the course you choose is accredited by the British Council.

The following are links to Academic English Courses:

General English courses at University of East London

<http://www.uel.ac.uk/elc/GeneralEnglishCourse.htm>

Academic writing for native English speakers at Birbeck University of London

http://www.bbk.ac.uk/study/all_courses/academicwritingfornativeenglishspeakers.html

Academic writing for non- native English speakers at Birbeck University of London

http://www.bbk.ac.uk/study/all_courses/academicwritingfornon-nativeenglishspeakers.html

English for academic purposes at London School of Economics

<http://www.lse.ac.uk/Depts/language/preessional.htm>

English Language Courses at London Metropolitan University

<http://www.londonmet.ac.uk/courses/european-and-language-services/>

English for Academic Purposes at University College London

<http://www.ucl.ac.uk/language-centre/english-for-academic-purposes/>

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6. What funding is available for me?

Graduate teachers receive a salary from their school, which is at least the minimum point on the [unqualified teacher pay scale](#). Depending on the trainee's responsibilities, experience the school may pay more.

Click below for further information about funding:

http://www.tda.gov.uk/Recruit/thetrainingprocess/fundinginengland/ebitt_funding.aspx

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7. How do I find a school to employ me?

Initially you may have to find work as a teaching assistant, learning mentor or technician. Vacancies are advertised on our website, www.newham.gov.uk, and in the Newham Recorder on Wednesdays. Some teacher supply agencies also take teaching assistants; please see the back pages of the Times Education Supplement jobs section on Fridays for advertisements.

Although SCITTELS will endeavour to find a primary school for successful applicants who do not have a school to support them, applicants are strongly advised to find their own Newham school prior to applying.

Most schools prefer to know candidates before agreeing to support them. This is usually via previous employment or longstanding volunteer relationships.

Secondary applicants are advised to contact heads of department or GTP co-ordinators by letter with a brief CV, offering to assist in lessons or teach on a voluntary basis, as well as asking to be considered for the GTP. Emails and phone messages may not be viewed as favourably as a posted letter, and candidates should never visit schools without prior arrangement. Candidates should discuss the preferred training provider with the employing school.

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8. How can I arrange voluntary work in a school?

Most of our schools are happy to consider regular volunteers; although they may require that you commit to regular days or times.

Click here for a list of Newham schools:

http://www.newham.gov.uk/EducationAndLearning/Schools/SchoolsDirectory/?wbc_purpose=Basic&WBCMODE=PresentationUnpublished

Volunteering through organisations such as Volunteer Reading Help, www.vrh.org.uk or Newham Education Business Partnership, www.nebp.org.uk and Timebank, www.timebank.org.uk, can be a useful introduction to volunteering in schools. This will not be enough on its own, but could be a useful way of gaining experience if you are working full-time as it requires only a few hours a week, for example at lunchtimes. Other ideas for volunteering in schools can be found at www.do-it.org.uk.

The School Experience Programme (SEP), allows participants to spend between 1-10 days of observation in a school. SEP is open to those interested in teaching Maths, Physics, Chemistry, Design and Technology (D&T) or information and communication technology (ICT) at secondary level. SEP will be available from 1 September 2011. For further information visit

<http://www.tda.gov.uk/get-into-teaching/explore-teaching/sep.aspx>

or call the Teaching Information Line on 0800 085 0962.

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9. What activities will I be expected to do when I am volunteering in school?

Prior to volunteering in a school, visit the school's website to find out as much information about the school, for example:

- Number of learners
- Percentage of learners with English as an additional language (EAL)
- Percentage of learners with special educational needs (SEN)
- Number of forms per year group
- Specialism(s) of the school (secondary schools)

Your time in school will be directed by the class teacher that you are supporting, try to get involved in school life as much as possible.

Activities that you might be involved with include:

- listening to learners read;
- supporting small groups of learners during lessons;
- working with individual learners;
- preparing resources and the classroom for specific lessons;
- assisting learners when they are using resources;
- motivating learners;
- helping learners use IT equipment/ specialist equipment etc.
- translating for learners.

Find out as much as you can about the day to day running of the school, its procedures and policies.

- School timetable – assembly times, break times etc.;

- Individual timetable for the class(es) you are supporting;
- Extra curricular activities – e.g. breakfast clubs, activities that take place during lunch and after school
 - If you have a particular skill (e.g. art, sport, music) get involved in these activities.

Schools have a number of policies; it would be useful to have a look at the following policies:

- Child protection
- Behaviour
- Anti bullying
- Special educational needs (SEN)
- Equal opportunities
- Health and safety

Find out as much information about planning in your school.

Use the following headings as prompts:

- How is planning organised?
- What documentation is used to plan from?
- What cross curricular links are made to other subjects?
- What text books are used?
- How is the department organised? (secondary)
 - How many teachers deliver your subject (secondary)?
- How are learners assessed in your subject (frequency and type of assessment)?
 - SATs results (if applicable)
 - GCSE results (if applicable)
 - Other formal/informal assessments

Observe different lessons, in particular note the following:

- Year group/age of the children
- What they are learning – note the subject (e.g. maths), topic (fractions), the activity (folding paper into halves and quarters)
- The resources used and how were they organised.
- The teacher's actions during the introduction/ main activity/ end of the lesson.
- How the teacher managed the behaviour of the children.
- How the teacher differentiated (adapted) the activity to meet the needs of different groups
 - gifted and talented (G&T)
 - special educational needs (SEN)
 - English as an additional language (EAL).
- How the children responded to the lesson.
- How the children recorded what they had learned

Also make a note of:

- Any evidence of the Every Child Matters (ECM) agenda within the school
- How ICT is used
- The role of teaching assistants

Observe individual learners for a few minutes during a lesson. Note the following:

- Personal details – first name, age, gender, ethnic origin
- Attitude to work
- Does s/he understand what they are doing?
- Does s/he find the work too hard/too easy?
- To what extent is help asked for / given?

- Is small group work/whole class work a positive/negative experience for the learner?
- Does s/he contribute during whole class/ small group work?
- What interactions take place between the learner and the learners around him/her?

Find out about the teacher's role; use the following headings as prompts:

- How is the teacher's timetable organised?
- How much of the teacher's time is spent on planning and preparation?
- How much time is spent in meetings?
- What other duties are performed by the teacher? For example: pastoral duties, form tutor, child protection duties, subject co-ordinator?

Do remember that schools are very busy places and members of staff may not be able to answer questions during lesson times, so learn as much as you can by observing and joining in activities. Do ensure that any confidential information that you hear remains within the confines of the school.

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10. Where are GTP vacancies advertised?

Schools do not specifically advertise GTP vacancies, refer to question 7: How do I find a school to employ me.

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11. I trained as an overseas teacher, am I eligible for the GTP?

As the GTP is for initial teacher training only, if your teaching qualification is recognised by UK NARIC as a comparable teaching qualification then you are not eligible for the GTP.

If your teaching qualification is not recognised as being comparable then you might be eligible for the GTP.

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12. How do I know if teaching would be the right career choice for me?

Newham organises 2 Taster Courses throughout the academic year:

- Men into Primary
- Secondary Shortage Subjects

Newham's Taster Courses run in conjunction with local universities. These courses are aimed at people who are considering a career in teaching, to help them to decide whether they should apply for initial teacher training courses

Taster Courses have been designed for people who are thinking about teaching a secondary priority subject (Maths, Design and Technology, ICT, Modern Foreign Languages, Religious Education and Music); or who are from groups currently under-represented in the teaching profession – e.g. men (especially in the primary sector).

Please note that taster courses are not for overseas trained teachers, or applicants who have already applied for an initial teacher training place. Click below for further information about Newham's Taster Courses:

<http://www.teachnewham.co.uk/TeacherTraining/TasterCourses.html>

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