



The National Association of  
School-Based Teacher Trainers

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## **NASBTT statement: Qualified Teacher Status and Improving Career Progression for Teachers Government consultation response**

In December 2017 the Department for Education (DfE) launched a public consultation on 'Strengthening Qualified Teacher Status (QTS) and Improving Teacher Career Progression'. This consultation set out a range of proposals for ensuring teachers have the right support in place at the beginning of their careers, improving access to high-quality professional development, and improving progression opportunities for all teachers throughout their careers. NASBTT was one of the 2,033 respondents to the consultation and our response submitted in February is here: <https://www.nasbtt.org.uk/wp-content/uploads/NASBTT-response-to-StrengtheninQualified-Teacher-Status-QTS-and-Improving-Career-Progression-for-Teachers-NASBTTT-consultation.pdf>

Giving her reaction to today's publication of the DfE's initial response to the consultation NASBTT Executive Director Emma Hollis said:

"We are particularly pleased that the government is seating these proposals within a wider strategy around recruitment, retention, workload and professional development. This is demonstrative of the joined-up approach that NASBTT has been advocating. We are also exceptionally pleased that the DfE plans to continue to work with the sector as the proposals set out in this consultation response evolve. As a profession, we have long been asking to be done 'with' rather than 'done to', and it seems that these proposals are taking this approach.

In terms of the details of the response, we are thrilled to note that QTS will remain where it is, as the end of the ITT year and it is the induction period which will be extended to include a greater entitlement to professional development and support, including additional time for early career professionals to access these. From the first launch of this consultation, we have strongly advocated for this result and the proposal rightly recognises the strength of the ITT sector and seeks to improve the quality of induction, which is where we believe the greatest gains can be made. We are fully supportive of the development of the Early Career Framework for the induction period and look forward to working closely with the expert team to help shape this. We are also pleased to note that the DfE is 'attracted' to our suggested alternative to QTS(P) and QTS. We advocated strongly for QTS and Endorsed QTS and this has been recognised in the consultation response.

We welcome the proposals around recognising the importance and status of mentors and the review of mentor training needs. We have seen with the development of NASBTT's Teacher Educator Programmes, launched earlier this year, that the appetite for additional support and training for mentors is there and we are pleased the government is recognising this important role. Similarly, we welcome the commitment to the development of specialist qualifications and will continue to work closely with government to champion a career path for teacher educators as part of this development work.

We also note with pleasure the willingness to consider our proposal that the appropriate body market should be opened up to ITT providers and are also very supportive of the plans to strengthen the appropriate body function and to introduce an accreditation and quality assurance process for these bodies. In particular, we are pleased that the proposal sets out clear aims to approach these changes in a joined up, iterative manner which ensures that each element is considered in conjunction with the other and will not lead to stand-alone strategies which conflict. We recognise that this means the process will take time but are very supportive of an approach which takes a measured, considered approach to these fundamental changes, ensuring they are done properly with adequate thought and consideration. In involving the profession along the way, this will lead to greater buy-in and longer lead times for schools and other stakeholders to adopt and implement the changes.

However, the issue of funding remains unanswered. Whilst we fully understand that this is a matter for the next Spending Review, we must not lose sight of the fact that for these proposals to be successful, they must be properly funded and fully resourced. More funding is needed.”

**-ENDS-**

NASBTT is a registered charity committed to promoting high-quality schools-led programmes of training, education and professional development of teachers.

NASBTT represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments. Our members include SCITT providers, School Direct Lead Schools, Teaching Schools, HEIs as well as a range of other organisations involved in the education and professional development of teachers. We have 195 members representing almost 7,000 individual trainees.

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