



The National Association of
School-Based Teacher Trainers

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NASBTT responds to ‘strengthened’ QTS proposals

“We welcome today’s proposals from Justine Greening MP on lengthening the time that it takes to fully qualify into the teaching profession. We will now consult with our 154 SCITT members, representing 88% of school-based ITT providers, on our response to the government consultation and will be encouraging our members to submit their views directly.

However, ‘strengthened’ QTS is not the right term. This implies that training is not strong, when actually 99% of teacher training providers are rated good or better. Whilst the proposals include a requirement for teachers to undertake two years of additional in-school training after completing their initial teacher training programme, we expect that schools will see funding as a stumbling block and will report this in the consultation.

Currently the issue is that professional development support is not routinely available to teachers in their second year and, whilst teachers in their first year (NQTs) are entitled to additional non-contact time to allow for further professional development, the type and quality of support provided is widely variable across schools.

In order for early career professional development to include a structured entitlement to CPD, there will need to be significant investment in order to support schools in its delivery. As part of this, we back the proposed ‘entitlement to support’ and are clear this should be given by accredited external providers – naturally we also welcome the specific idea of allowing ITT providers to act as the appropriate bodies responsible for overseeing the award of QTS.

Our preference is for teachers to still be awarded QTS at the end of the initial teacher training programme, but then gain ‘enhanced’ or ‘embedded’ QTS after a further period of professional development and support.

The model should include scope for collaboration between schools, SCITTs and universities as equal partners in planning and delivering early career professional development to build on the excellent foundations already being achieved in the initial teacher training sector.

Through this consultation, we are seeking:

- Recognition that access to high quality professional development for teaching staff, both in their early careers and throughout their working lives, should be an entitlement and not a lottery based on whether the school in which they happen to work values professional development.
- Sufficient funding for schools to allow their staff the time they need to develop their knowledge and skills and become well-rounded, highly educated and respected professionals.
- Support for the Chartered College of Teaching which is seeking to develop a Chartered Status for the profession and which needs continued support of government.
- A commitment to allowing sufficient lead-in time for policy changes to avoid uncertainty and confusion within the system.”

-ENDS

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