

Children, Young People, Education and Skills Department Policy

Title	Jersey Graduate Teacher Training Policy
Issued	July 2022
Last Updated	August 2022
Author	Senior Adviser – Learning and Teaching

1. Overview

This policy provides a framework for the training of graduate teachers on Jersey, otherwise known as initial teacher training (ITT). It identifies the routes available for teacher training on island and the criteria for eligibility and assessment. It identifies the training that is provided and the funding and support systems for trainee teachers in Jersey.

The policy reflects the department for Children, Young People, Education and Skills's (CYPES) commitment to bridging ITT with early career development, developing a coherent pathway for teachers from training to the first three years of their career.

2. Scope

Set consistently high standards and expectations for trainee teachers, their mentors and their schools, ensuring that new teachers are able to support all students in their classrooms to become confident and resilient learners, able to contribute as active and responsible citizens within the Jersey community.

Ensure equitable access to an agreed central training programme, to school based mentor and Senior Leadership Team (SLT) Tutor support and to a high quality externally validated quality assurance process for the award of Jersey Qualified Teacher Status (JQTS) to trainee teachers on completion of the programme.

Ensure that the Jersey Graduate Teacher Training Programme (JGTTP) content and structure aligns to the Early Career Teacher programme enabling trainee teachers a smooth transition to the first three years of their qualified teacher career.

Ensure that the identified routes and pathways are funded and responsive in meeting the needs of the local education market with the flexibility to prioritise shortage subjects and areas.

Ensure appropriate capacity in schools and CYPES to train and develop trainee teachers, including the provision and support of an SLT Tutor and subject/phase Mentors.

Ensure appropriate data knowledge of locally qualified student undergraduate subject choices, and of teacher employment and retirement patterns across all Jersey schools, to facilitate effective long term programme planning through cross department working with Student Finance (Customer and Local Services) and Human Resources.

3. Responsibilities and distribution

This policy applies to all Schools and Colleges.

The Senior Adviser (Learning and Teaching) has oversight of the quality and provision of the Jersey Graduate Teacher Training Programme, reporting standards and outcomes to the Head of School Improvement.

The Senior Adviser (Learning and Teaching) has oversight of the recruitment process for all routes into teacher training on island. This includes the marketing and information for applicants, the convening of the annual recruitment panel (Appendix 6) and oversight of the terms and conditions of the programme for participating schools and Adviser management of the trainees (Appendix 7).

The Adviser (Learning and Teaching) designs, delivers and reviews the programme in conjunction with the host schools, ensuring that the terms and conditions of the programme are followed. The Adviser completes and compiles the trainee assessments, including the application of assessment moderation and quality assurance by off island ITT specialists, and reports standards and outcomes to the Senior Adviser. All assessments are referenced against the Jersey Teachers' Standards (Appendix 4). Head teachers and leaders are responsible for ensuring that their employment of, or placements of, Jersey Graduate Teacher Training candidates is in line with this policy and is reviewed and discussed regularly with the Adviser (Learning and Teaching). This will include the provision of a second placement, in a contrasting school setting, of one half term for all candidates across all routes.

The Jersey Graduate Teacher Training Programme Handbook identifies the programme that trainee teachers will follow and the assignments that must be passed and added to their assessment portfolio as part of the demonstration of the Teachers' Standards expected for an initial award of JQTS.

Student Finance are responsible for annual reporting of patterns of anticipated student graduation with a focus on shortage subjects and key areas where direct marketing of ITT is appropriate.

Human Resources are responsible for regular reporting of patterns of employment across Government schools with a focus on anticipated retirements and shortage subject recruitment.

This policy includes further information, guidance and links to maintain a professional, developmental and evidence-based approach to training teachers on island.

The responsibilities and accountabilities of the key stakeholders: Trainees; Mentors and SLT Tutors; the Adviser; and CYPES (Senior Adviser Learning and Teaching), are defined in the table that follows.

4. Policy/Standards

This policy aligns with the Learning and Teaching Policy (Jersey), with the statutory requirements of the Department for Education (England) Teaching Regulation Agency for teachers who have English QTS, and with the Early Career Teacher Policy (Jersey).

Schools receive central funding to support the Mentoring of trainee teachers. This funding release is conditional on adherence to the JGTTP Policy.

5. Further information and related documents

Appendix 1 - Jersey Graduate Teacher Training Programme: Applicant profile
Appendix 2 – Jersey Graduate Teacher Training Programme: Training Pathways
Appendix 3 – Jersey Graduate Teacher Training Programme: Costing models
Appendix 4 - Jersey Teachers' Standards: Monitoring form
Appendix 5 - Recruitment Process
Appendix 6 - JGTTP terms and conditions
Appendix 7 - Subject and Route overview
Appendix 8 - Trainee Teacher Commitments and Expectations

Available to applicants online: gov.je/Teaching in Jersey

- Jersey Graduate Teacher Training Programme: Trainee Teacher Handbook – updated annually
- Learning and Teaching Policy (Jersey)
- Early Career Teacher Policy (Jersey)

6. Recommendations and Guidelines

The ECT programme will be quality assured by External Advisers based at UCL Institute of Education and the Association of School and College Leaders on an annual cycle with effect from July 2022.

Issued by	CYPES Department
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Jersey Graduate Teacher Training Policy



The policy encompasses the roles and responsibilities of those involved in training Jersey Graduate Teachers (JGTs) in Jersey schools

Focus area	Wider school environment and school practice	Mentor and Tutor supervision	Self-directed study	Central training
JGTs will ...	<ul style="list-style-type: none"> Seek to understand and engage with the culture and ethos of the schools they visit and have placements with Ensure that they adhere to Safeguarding policies and procedures at all times, including pupil confidentiality for any data or personal information shared Familiarise themselves with and adhere to signposted school and CYPES policies Maintain a record of their school-based experiences through formal reflection and notes from meetings 	<ul style="list-style-type: none"> Communicate and liaise honestly, and with an open mind, with the JGTTP trainer and their school-based mentors and supervisors Ask for clarifications and raise any concerns overtly and directly Plan for and follow up from mentor sessions in order to maximise outcomes Maintain a personal record of coaching and mentoring outcomes 	<ul style="list-style-type: none"> Follow up on the initial subject/curriculum knowledge audit with targeted self-directed study to inform planned teaching and longer-term curriculum knowledge effectively Undertake sufficient self-directed study to complete the three formal assignments, in line with the programme 	<ul style="list-style-type: none"> Actively engage in sessions Complete pre-reading and post-session reflection activities Maintain a record of central training outcomes Provide feedback for the continuous improvement of the programme
Subject/Class Mentor will...	<ul style="list-style-type: none"> Organise, supervise and assess the JGT's practical teaching in conjunction with the SLT tutor Undertake a collaborative subject audit with the JGT to assess current knowledge Write a half termly Individual Training Plan (ITP) (in conjunction with SLT Tutor) that adapts to the changing needs of the JGT during the training period Provide the JGT with the materials and opportunities to build up any knowledge gaps Signpost and provide all relevant school policies, systems and handbooks Inform the SLT Tutor of any concerns 	<ul style="list-style-type: none"> Confirm a weekly timetable integrated with the Individual Training Plan (ITP) Provide class list(s) and pupil information Confirm and complete a weekly tutorial with the JGT, ensuring records are kept Provide suggestions and support for the JGT in planning for and meeting the Teachers' Standards 	<ul style="list-style-type: none"> Signpost and advise the JGT on subject and wider reading relevant to their subject and phase Possess deep understanding and knowledge of the JGT programme Maintain an open dialogue with JGT and encourage their self-directed study 	<ul style="list-style-type: none"> Work in partnership with the Adviser: Learning and Teaching (CYPES) in their role as JGTTP trainer Support JGT in their application of learning from central sessions Enhance their own knowledge of how teachers learn and develop
SLT Tutor	<ul style="list-style-type: none"> Plan and supervise the JGT induction in school Facilitate a needs analysis and support the development of a termly Individual Training Plan (ITP) with the Mentor Set up a timetable of weekly observations and timely feedback combining Subject Mentor, other subject specialists, SLT and the SLT tutor: LESSONS SHOULD NOT BE GRADED Plan a coherent and comprehensive school-based training programme to meet the needs of the ITP or points arising from observations and mentor sessions 	<ul style="list-style-type: none"> Coordinate and monitor the Mentor's work with the JGT Facilitate and have oversight of the weekly, protected meetings between the JGT and the Subject/Class Mentor Meet every three weeks with the JGT to evaluate and update the ITP Submit progress reports to the Adviser to published deadlines: <ul style="list-style-type: none"> Term 1 – half termly Term 2 – half termly – one per placement Term 3 – at half term – final assessment 	<ul style="list-style-type: none"> Ensure that the JGT is given sufficient private study time during the working week to prepare for and evaluate their teaching practice Ensure that the JGT is given sufficient private study time during the working week to prepare for and submit the termly programme assignments 	<ul style="list-style-type: none"> Ensure adequate release for the JGTs attendance to central training Contribute feedback and evaluation to the Adviser: Learning and Teaching
Adviser (ECT) will...	<ul style="list-style-type: none"> Monitor and support the half termly progress reports of JGTs Support Mentors and JGTs in acting upon advice and guidance resulting from progress reports Provide termly schedules for planned external quality assurance visits 	<ul style="list-style-type: none"> Lead the support and training of JGTTP Mentors 	<ul style="list-style-type: none"> Create and provide central resource information to support the central JGTTP programme Identify, and arrange visits from, external subject/phase specialists to support central and school-based training 	<ul style="list-style-type: none"> Plan, facilitate and lead JGTTP central training programme; operate as the lead Trainer and identify/recruit co-trainers Liaise with appointed external QA advisers, providing information to support visits and recommendations
CYPES (Senior Adviser Learning and Teaching) will ...	<ul style="list-style-type: none"> Ensure that JGTs receive their full entitlement in order to achieve JQTS Liaise with school leaders, People Hub and Student Finance to ensure knowledge of subject and phase requirements across Jersey Schools can be reflected in training offer(s) and recruitment plans 	<ul style="list-style-type: none"> Provide central funding for the release of the JGTTP Tutor and Mentor(s) as agreed in the policy Provide central funding for the employment of subject/phase specialist visits to support training offer 	<ul style="list-style-type: none"> Provide resource to JGTs through textbooks and access to signposted professional associations 	<ul style="list-style-type: none"> Provide a professional learning venue for high quality face to face training Ensure that online training supports and supplements face to face training and is agile in response to challenge

Jersey Graduate Teacher Training Programme:
Applicant profile – Appendix 1 (Published in English, Polish and Portuguese)

Relevant qualifications	
5 years residency normally required.	
Degree - level 6 and above	GCSE minimum standard
You'll need to hold an undergraduate degree (ideally 2:2 or above) awarded by a UK higher education provider, or a recognised equivalent qualification.	You'll need to have achieved or be working towards a standard equivalent to grade C/4, or above, in the GCSE examinations in both mathematics and English language.
<p>To train as a <i>secondary teacher</i> your undergraduate degree will ideally inform your curriculum subject focus.</p> <p>To train as a <i>primary teacher</i> your degree will inform your teaching while you develop the subject knowledge required to cover the wider primary curriculum in the key stages you are trained to teach. During the training year you are likely to concentrate on the core subjects of English, mathematics and science.</p> <p>If your degree does not link to a curriculum area, the individual units you passed, together with your level 3 qualifications, will inform the subject you train to teach.</p> <p>Subject enhancement</p> <p>If you wish to develop your knowledge of a shortage subject, or if your degree does not directly support the curriculum area you wish to train in, you may be offered the chance to complete a Subject Knowledge Enhancement course. This would be undertaken during your training year or additionally during your first year of employment.</p>	<p>All trainee teachers applying for the <i>primary</i> programme must also have achieved or be working towards a standard equivalent to a grade C/4, or above, in a GCSE science subject dual award examination.</p> <p>To be an effective teacher you will need excellent communication skills, both in spoken conversation and in writing.</p> <p>Multi lingual applicants</p> <p>Locally qualified applicants from across the Jersey community are eligible to apply. It is not required that your home language or degree qualification is English or taken in England: you will be able to communicate effectively in English.</p> <p>We particularly welcome applications from candidates who will be able to support the learning of Multi Lingual Learners in Jersey schools both in their mastery of English and in developing their literacy and wider subject knowledge in English and in their home language.</p>
Relevant experience with children and young people	
<p>You will have a genuine liking for and understanding of children and young people and will demonstrate a commitment to their protection and safeguarding.</p> <p>To train as teacher you should ideally have some experience of working or volunteering with children and young people. For example: volunteering in a school; volunteering with a youth organisation such as Scouts or a sports team; sports or music coaching; working in the youth service, careers service, health or social services with young people and their families.</p>	
Relevant skills and competencies	
The ability to manage your time effectively	High standards of personal and professional conduct
To be able to find solutions to difficult or complex situations or issues	Respect and value for different experiences, ideas and backgrounds others can bring to work, teams and the classroom
Resilience in the face of challenge and a sense of personal responsibility for your own learning	The ability to work collaboratively and supportively with colleagues
Willingness to adapt to new situations	Strong planning and organisation
To be reflective and learn from past experiences	A commitment to continual personal and professional development
A commitment to enabling all students and young people to achieve their academic potential and to ensuring their	A passion and drive to deliver the highest quality of educational standards

wellbeing and happiness	
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Our trainee teachers must have appropriate DBS clearance

We are a safer recruitment provider and are committed to safeguarding children. A satisfactory Enhanced Disclosure and Barring Service (DBS) check is a requirement of joining the Training Programme and being employed in a school. The DBS check will be completed ahead of starting the programme.
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Jersey Graduate Teacher Training Programme: Training Pathways – Appendix 2

Common course structure

All routes below include attendance at regular, timetabled central training and have centrally funded weekly meetings with an allocated subject/phase Mentor(s) in their allocated settings. This structure is incorporated into the Trainee Teacher Commitments and Expectations note of intent (Appendix 8).

All routes include course fees and training resources.

Route 1

Government Bursary for Shortage Subjects: £25,000 training bursary.

Each year shortage subjects are confirmed by a survey of school requirements (see Appendix 7).

Under the bursary scheme trainees may focus on one curriculum area **or** may identify a major and minor option, for example Business Studies with Mathematics. The major subject must be an identified shortage subject from the current list.

As a bursary trainee you will be allocated to a department in two contrasting schools for a major and minor placement. You will train alongside an experienced teacher who you will shadow and who's classes you will gradually learn to teach, supported by them as your subject Mentor.

Route 2

School employment route as an unqualified teacher. School provided salary of £35,114. FTE

If you respond to an advertised school vacancy you may be employed as an unqualified teacher to train while working in a school. In some cases this may be full time (teaching up to 17 hours a week) and in others this may be fractional, such as a 0.5 contract of 8-9 teaching hours. In this route you will be allocated classes that you will have responsibility for during the length of your contract.

During the year you will also experience a second placement; this will be arranged in agreement with your home school.

In recognition of the teaching hours required in this route, the schedule is structured to balance central training of up to ten days, delivered during pupil holidays, with alternating central training afternoons and protected study time each week in term time. All training dates are published annually.

Route 3

Full-time student trainee teacher – eligible for grant on application to Student Finance

As a student trainee you will be allocated to a department in two contrasting schools for a major and minor placement. You will train alongside an experienced teacher who you will shadow and who's classes you will gradually learn to teach, supported by them as your subject Mentor.

Flexible training

The Jersey Graduate Teacher Training Programme takes one year, working and studying full time, to complete.

A part time approach can be considered, and the course will be extended to cover an equivalent length of time in reflection of the flexibility requested.

Jersey Graduate Teacher Training Programme:
Cost models – Appendix 3

Route 1

Government Bursary for Shortage Subjects:

	Per teacher	Total for TEN places
Training bursary	£25,000	
Mentor release (2 hrs per week)	4,000	
Text books	80	
	29,080	£290,800

Route 2

School employment route as an unqualified teacher. School provided salary of £34,000. FTE

	Per teacher	Total for FIVE places
Mentor release (2 hrs per week)	4,000	
Text books	80	
	4,080	£20,400

Route 3

Independent student route. No salary - full time student experience.

	Per teacher	Total for FIVE places
Mentor release (2 hrs per week)	4,000	
Text books	80	
	4,080	£20,400

Jersey Graduate Teacher Training Programme:
Teachers' Standards – Appendix 4
Jersey Teachers' Standards Monitoring form

TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

PART ONE: PROFESSIONAL KNOWLEDGE	
1. Set high expectations which inspire, motivate and challenge pupils	Evidence source/comments
1. establish a safe and stimulating environment for pupils, rooted in mutual respect	
2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	
2. Promote good progress and outcomes by pupils	Evidence source/comments
1. be accountable for pupils' attainment, progress and outcomes	
2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	
3. guide pupils to reflect on the progress they have made and their emerging needs	
4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
5. encourage pupils to take a responsible and conscientious attitude to their own work and study.	
3. Demonstrate good subject and curriculum knowledge	Evidence source/comments
1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	
2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	

5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	
4. Plan and teach well-structured lessons	Evidence source/comments
1. impart knowledge and develop understanding through effective use of lesson time	
2. promote a love of learning and children's intellectual curiosity	
3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
4. reflect systematically on the effectiveness of lessons and approaches to teaching	
5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	
5. Adapt teaching to respond to the strengths and needs of all pupils	Evidence source/comments
1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	
4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
6. Make accurate and productive use of assessment	Evidence source/comments
1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
2. make use of formative and summative assessment to secure pupils' progress	
3. use relevant data to monitor progress, set targets, and plan subsequent lessons	
4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	
7. Manage behaviour effectively to ensure a good and safe learning environment	Evidence source/comments

1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
2. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
3. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	
8. Fulfil wider professional responsibilities	Evidence source/comments
1. make a positive contribution to the wider life and ethos of the school	
2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
3. deploy support staff effectively	
4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
5. communicate effectively with parents with regard to pupils' achievements and well-being.	
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	Evidence source/comments
1. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.	
2. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	
a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	
b) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	
3. Teachers must have proper and professional regard for the ethos, policies and practices of the	

school in which they teach, and maintain high standards in their own attendance and punctuality.	
4. Teachers must have an understanding of, and always act within, the statutory frameworks.	

Jersey Graduate Teacher Training Programme:
Recruitment Process – Appendix 5

There is an annual recruitment cycle for the JGTTP:

January	Route 1,2 and 3 advertisement(s) and Open Evening(s)
January to July	School requests for Route 2 placements following consultation with Senior Adviser and school based safer recruitment process
March	Interviews for Route 1 and Route 3
April	Offers of Route 1 and Route 3 places
April to May	DBS, health and qualification checks for all successful applicants
July	Confirmation of Route 1,2 and 3 placements in schools
July to August	Induction training for Route 2 trainees
September	Induction training for Route 1 and 3 trainees Start of placements/start of employment for all trainees

Headteachers considering Route 2 and the appointment of an unqualified teacher to train on the JGTTP must seek advice from, and make a formal request to, the Senior Adviser responsible for the programme. There are limited places on the programme and the final decision on entry to the scheme will lie with the Head of School Improvement. Where possible it is advisable to involve the Lead tutor/Adviser for the JGTTP in this appointment process. If a Graduate Teacher is appointed on to this route they will be paid on the 'unqualified teacher' rate of pay. All Route 2 trainees will require a second placement school. This should be discussed and agreed with the Lead tutor/Adviser for the JGTTP before timetables are confirmed.

Appointment Panel and process

The appointment panel will comprise:

- Senior Adviser responsible for the programme
- Adviser/Lead tutor for the programme
- A designated senior leader from a partner school
- An independent officer

Shortlisting applies the applicant profile (Appendix 1) and the shortage subjects identified annually.

Shortlisted candidates are invited to attend a selection process that comprises:

- 1) A student led activity – sample lesson and/or school council interview
- 2) A formal panel interview

Where a candidate is unsuccessful, they will be offered feedback on the reason that they were not invited to join the programme, including any further training or experience they could gain to support a subsequent application.

Right of Appeal

Appeals on grounds of process or prejudice will be heard by the Head of School Improvement and an independent officer. An Appeal must be lodged with the Senior Adviser responsible for the programme within five working days of the interview outcome notification and will be heard within 28 days of receipt.

Jersey Graduate Teacher Training Programme:
JGTTTP terms and conditions – Appendix 6

Supernumerary or employed status

Route 1 and Route 3 trainees are supernumerary in their school placements. They are not employed and as such are allocated to their two school placements by agreement between schools and the department.

Route 2 trainees are employed by a school as an unqualified teacher on a fixed term contract to cover a teacher vacancy. They are allocated a timetable for the classes they will teach from the start of the academic year and are provided time to attend central training. Route 2 trainees either complete their second placement in a block release of 4-6 weeks or in weekly release to a second school of one day a week for 30 weeks. This will be agreed with the school when the trainee is appointed.

If a school wishes to offer employment as an unqualified teacher to a Route 1 or Route 3 teacher, this can only take place after consultation and agreement with the Lead tutor/Adviser. This alters the terms and conditions of the training and their grant status, moving the trainee from Route 1 or 3 to Route 2.

Time in school

Full time trainees on all routes are required to be in school Monday to Friday during term time between September and June of their academic training year. During this time, trainees will be shadowing, teaching and working with their mentor between 0815 and 1615 each day. Part time trainees will have a reduced time in school, at least 0.5 of school week.

Classroom teaching: hours and supervision

Trainee teachers on all routes teach fewer lessons than a qualified teacher and will be supervised, either directly or indirectly, by their mentor. Their training will combine central training and mentor guidance with shadowing and observing experienced staff and learning by team teaching.

Route 1 and Route 3 trainees gradually build up to teaching a 50% timetable during the course of term 1. After 2-6 weeks they will be teaching **up to 10 hours a week** under the direct supervision of their mentor.

In their second placement, after an induction week, they will teach up to a 50% timetable, under the direct supervision of their mentor.

Returning to their first placement, in their remaining 12 weeks they will cover up to a 60% timetable, teaching up to 13 hours a week under the supervision and guidance of their mentor.

Route 2 trainees are allocated a timetable of **no more than 17 hours** of direct teacher led work with pupils (teaching or pastoral time) per week if they are employed full time. They are employed as unqualified teachers for this timetable and are NOT supernumerary. As such they are indirectly supervised, with their mentor or another experienced teacher on call while they teach, rather than in the classroom or the immediate vicinity.

Central training and assessment

- Route 1 and 3 trainees attend central training for ONE afternoon a week during term time. Part time trainees attend central training weekly in year 1, alongside a reduced time in school.
- Route 2 (employed) trainees attend central training for ONE afternoon every TWO weeks during term time. In addition to this they will attend up to TEN days of training in July or August on pre-published dates, and if required during the February and May half term.
- All trainees submit THREE formal assignments across their course and compile a portfolio of evidence demonstrating their Teachers' Standards competence from their practice in their two school placements.
- All trainees have a Final Assessment which comprises presentation of their final assignment to a panel in addition to a 1:1 Assessment Meeting of their portfolio.

Payment of course fees, grants and bursaries

Route 1 and Route 3 trainees must register with Student Finance who will arrange settlement of course fees for the training, and the payment of any grants or bursaries awarded.

Route 3 trainees are full time students for their training year and when registering with Student Finance they can apply for a means-tested maintenance grant via the online application form HE1.

Income tax and social security contributions

Route 1 trainees are awarded the Government Bursary for Shortage Subjects of £25,000. Revenue Jersey has confirmed that this bursary is not taxable. Grants paid to Route 3 trainees are also tax-free.

Route 2 trainees are employed on a fixed term contract as unqualified teachers. Their salary is paid by the school net of tax and social security contributions.

Customer and Local Services (CLS) has advised that *“Individuals who are in full time education are excepted from liability to pay [social security] contributions. In addition, student credits can be claimed for a maximum of three years. It is expected that most trainees will have claimed student credits if they already have a degree, and so each trainee should contact CLS to discuss their circumstances so the right credits/exemptions can be put in place.”*

Jersey Graduate Teacher Training Programme:
Appendix 7

Route 1 subjects from 2022

2022 – July launch for October start (with limited publicity)				
Shortage subjects requested/identified: number requested	Applications	Interviewed	Offers	Accepted
Science: 4	2	1	1	1
Mathematics: 2	1	1	1	1(defer/partime)
Computer science: 2	0	0	0	0
English: 2	4	2	3	2.6
Business Studies: 2	5	3	2	0.3 and defer
MFL	0	0	0	0
Child Development	4	2	1	1
TOTAL	16	9	7	4
2023 – January launch for September start				
Science				
Maths				
Computer science				
Total				

Route 2 appointments from 2022

Subject/phase	Number of appointments	Number of schools
2022 appointments		
English	3	3
Design and Technology/	2	2
Science	1	1
Dance and Drama	1	1
PE (female)	1	1
Photography	1	1
Computing and ICT	1	1
Business Studies	1	1
MFL	1	1
SEND/SEMH	1	1
Primary teacher	1	1
TOTAL	13	

Route 3 appointments from 2022

Full time student routes	Applications	Interviewed	Offers	Accepted

requested				
2022 appointments				
Primary teacher	13	6	5	5
SEND cross phase	1	1	1	1
History/politics	1	1	0	0
Geography/business	1	1	0	0
Art and media	1	0	0	0
PSHE	1	0	0	0
Science	1	Moved to route 2		
Computing	1	Moved to route 2		
Business	1	Moved to route 2		
English	1	Moved to route 2		
SEND/SEMH	1	Moved to route 2		
TOTAL	23			

Jersey Graduate Teacher Training Programme:
Appendix 8

**This document should be read in conjunction with the
Jersey Graduate Teacher Training Programme (JGTTP) policy**

Trainee Teacher Commitments and Expectations

Trainee teacher name: _____

Programme start date: Cohort 1: 4 September 2022/ Cohort 1B: 31 October 2022

Final assessment date: Cohort 1: June 2023 / Cohort 1B July 2023

Children, Young People, Education and Skills (CYPES) and allocated Jersey schools will adhere to the JGTTP policy.

In particular ensuring that:

- Each trainee will experience two fulltime placements in contrasting schools.
- Trainee teachers will be supported by a subject or class mentor and by a senior leadership team (SLT) Tutor. They will have at least one formal mentor meeting each week.

Central training

- Central training is delivered, or prepared for, on the protected afternoon training slot for all routes during term time.
- Route 2 trainees may have up to ten days additional training provided outside of term time in recognition of the teaching hours required by their contract of employment.
- All training dates are published annually before the start of the academic year.

Time allocations in school(s)

- During term time, full-time trainees should expect to be in school between 0815 and 1615, and to attend some after school training and parent/pupil events such as staff meetings and parent consultations. If you are part-time your hours will be agreed with the programme tutor.
- Schools will release all trainees to attend the central training.

In line the JGTTP Policy, the ‘Trainee Teacher’ commits to:

Wider school environment and school practice

- Seek to understand and engage with the culture and ethos of the schools they visit and have placements with
- Ensure that they adhere to Safeguarding policies and procedures at all times, including pupil confidentiality for any data or personal information shared
- Familiarise themselves with and adhere to signposted school and CYPES policies
- Maintain a record of their school-based experiences through formal reflection and notes from meetings

Mentor and Tutor Supervision

- Communicate and liaise honestly, and with an open mind, with the JGTTP trainer and their school-based mentors and supervisors
- Ask for clarifications and raise any concerns overtly and directly
- Plan for and follow up from mentor sessions in order to maximise outcomes
- Maintain a personal record of coaching and mentoring outcomes

Self-directed study

- Follow up on the initial subject/curriculum knowledge audit with targeted self-directed study to inform planned teaching and longer-term curriculum knowledge effectively
- Undertake sufficient self-directed study to complete the three formal assignments, in line with the programme

Central training

- Actively engage in sessions
- Complete pre-reading and post-session reflection activities
- Maintain a record of central training outcomes
- Provide feedback for the continuous improvement of the programme

Signatures of intent

Rachel Baxter Senior Adviser (CYPES)

Headteacher of placement school

Trainee teacher

Date

Bursary Funding – Route 1 only

For shortage subjects only, a one-off Bursary Fund of no more than £25,000.00 is provided to assist the trainee teacher during their ten-month training. This supersedes any Jersey claim for a means tested Student Maintenance Grant that student teachers on route 3, or studying in England are eligible to apply for. As with all trainee teacher routes on the JGTTP there are no student fees; teaching and training for the programme are funded by CYPES.

The Bursary fund is paid to the trainee teacher termly as follows:

- Autumn 2022: £8,000
- Spring 2023: £8,000
- Summer 2023: £9,000

Part time bursary trainees have a fractional allocation reflecting their hours as a student.

If a trainee teacher decides to leave the programme during the year a notice period of four weeks is required. This is likely to impact on any outstanding payments. Route 2 trainees will need to give notice in line with their contract of employment.

Rachel Baxter Senior Adviser (CYPES)

Trainee teacher

Date
