INITIAL TEACHER EDUCATION IN SCHOOLS

A Guide for Practitioners

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GETTING SELECTION PROCESSES RIGHT

Kathryn Fox and Patrick Smith

By the end of this chapter you should have:

- developed a critical understanding of a range of ITE selection related issues
- an appreciation of the context for teacher supply, recruitment and selection
- considered a range of practical examples of selection activity and processes.

This chapter will draw on a wide range of practical experience in devising, using and reviewing ITE selection processes as well as international research evidence to identify the most effective ways of selecting the most suitable candidates for ITE.

WHAT DO WE KNOW ABOUT SELECTING AND RECRUITING TEACHERS?

Selecting the best

Before considering selection and recruitment processes it is helpful to reflect upon the types of knowledge, skills and characteristics that you may envisage as an

outcome of that process. You may wish to reflect in the broadest terms on what it means to be an effective teacher as a starting point. This may not be a straightforward question to answer as not only is there little evidence surrounding the characteristics that make an effective teacher, but it may not even be possible to uniquely define 'effective' teachers (SCORE, 2011). SCORE (2011) does go on to note that there is wide acceptance of the notion that good teachers are those with specialist subject knowledge and passion and enthusiasm for the subject, and this may be a useful starting point for this discussion. To develop this further we could add in the characteristics identified in the work of Barber and Mourshed (2007) who examined the characteristics of teachers in the world's high-performing school systems. They suggested that important characteristics are high levels of literacy and numeracy, strong interpersonal and communication skills, willingness to learn and motivation to teach. It is notable to see how this work has influenced current government policy around pre-entry tests in literacy and numeracy, for example.

However, if we consider the relationship between the values and dispositions of potential applicants for teaching and their later success as teachers (Welch et al., 2010) then this suggests that it is valuable to widen the ways in which we identify those with good potential for teaching. Values and dispositions are not straightforward to define and we may, for example, look to Costa's (1991) 'habits of mind' as a useful guide. These are described as intelligent human responses to problem-solving and include persisting, listening to others with empathy and understanding, thinking flexibly, questioning and posing problems as well as learning continuously. Costa argues that these habits of mind are rarely used in isolation and, instead, clusters of habits are used when applied to situations. He goes on to further develop five key characteristics for those who employ habits of mind:

- Inclination: they feel a tendency to employ particular patterns of intellectual behaviours.

- Value: they choose to value and employ the most effective patterns of intellectual behaviours, rather than other, less productive patterns.

- Sensitivity: they perceive opportunities for, and the appropriateness of employing a particular pattern.

- Capability: they possess the basic skills and capacities to carry out the intellectual behaviours

- Commitment: they constantly strive to reflect on and improve their performance of the behaviours.

It is also worth considering not only recruitment and selection for an ITE programme, but also remembering that the time spent in ITE is limited, and so one of the aims of a successful programme is to work with trainee teachers to promote the best possible outcomes for them on their training and for the future, something that Burch (2011) calls 'traction for current and future teaching'. For this reason it is also worth adding the notion of 'resilience' to those under consideration. Day et al. (2007) conceptualize this as a teacher's capacity to 'sustain

their sense of positive professional identity and commitment', much like Hymer's 'bouncebackability' (Hymer, 2009). 'The capacity to remain resilient is a key factor in sustaining teachers' effectiveness' (Day et al., 2007: 213) and an essential component is a sense of self-efficacy. A question for us here is how we set about identifying a potential applicant's own judgement of whether they have the ability to promote pupil learning. There is a further question for us about whether we can provide the training environment to nurture and develop self-efficacy.

So, in summary, what we know about the qualities of effective teachers suggests that these qualities are diverse and may not be straightforward to identify during selection processes.

Challenges for recruitment

In addition to the challenge of knowing what qualities effective teachers have and knowing how to identify these, there can also be the challenge of attracting a sufficient number of suitably qualified applicants. There is ongoing debate about the nature of teacher recruitment and the ability of the market supply to meet the demand. Figures published in 2012, for example, suggest that applications to teacher training in England reduced by almost 15 per cent following a reduction in bursaries for those with a 2:2 or less ('Trainee teacher numbers tumble', 2012). Many countries use academic qualifications to screen potential applicants (OECD, 2005), but there is ongoing debate about the extent to which this should be applied and the suitability of the measures used. As mentioned above, in 2010 the Department for Education (DfE) moved to support funding for training only for those with at least a 2:2 degree (DfE, 2010) as part of their stated strategy to raise the quality of entrants to teaching. This is a controversial and contested stance as there appears to be no relationship between the classification of a trainee teacher's first degree and their ability to teach (or outcome as a newly qualified teacher – NQT) (Clarke and Pye, 2012). Indeed, Smith et al. (2005) raise concerns in their research that, while it may be desirable to raise the academic selection criteria, this may lead to the exclusion of those with the potential to be good teachers. Smith notes that this may in particular exclude mature and experienced applicants. The Organisation for Economic Co-operation and Development report, *Attracting, Developing and Retaining Effective Teachers* (OECD, 2005), recommended that the selection criteria for new teachers should be extended to broaden selection processes, typically to include interviews and the demonstration of teaching skills, advocating that greater weight be given to characteristics that may be potentially harder to measure – enthusiasm, commitment and sensitivity to student needs.

The OECD went on to argue that many aspects of teacher quality are not measured through indicators, such as qualifications, experience or tests of academic ability, and listed teachers' characteristics that had the potential to impact upon pupil learning. These are being able to:

- convey ideas in clear and convincing ways

- create effective learning environments for different types of students

- be enthusiastic and creative

- work effectively with colleagues and parents.

You may wish to reflect upon some of the challenges presented by attempting to measure the potential for these in applicants for teaching.

In addition, there are specific challenges for recruitment in some secondary subject areas. For example, the Smith Inquiry (Smith, 2004) recommended that there was a need to look beyond the pool of mathematics graduates in order to fulfil the supply of mathematics teachers, noting, for example, that it would require around 40 per cent of mathematics graduates to opt for ITE per year to fill training places, a challenging outcome to achieve (Smith, 2004: 46). Subsequently several strategies have been employed to address the identified significant difficulties with the recruitment of mathematics teachers. These strategies include pre-initial teacher education courses for graduates with degrees other than mathematics.

So, in summary, in addition to knowing what the qualities of a good teacher are and how we can reliably identify these in candidates during selection, there are challenges relating to the actual profile of the available pool of potential applicants.

WHAT PRACTICAL RECRUITMENT AND SELECTION ACTIONS ARE NECESSARY?

An overview of routes into teaching

In order to qualify as a teacher in England trainee teachers are required to meet the necessary professional standards as set out by the DfE. Qualified teacher status may be achieved through a variety of routes into teaching either via an undergraduate or postgraduate course of study. Having such a wide range of routes into teaching should be welcomed as they enable both ITE providers and applicants to find the most appropriate training programme based on individual needs, experience and qualifications.

The number of undergraduate training places allocated to higher education institutions (HEIs) has been in decline in recent years owing to the growth of employment-based routes such as School Direct. Trainee teachers are charged tuition fees as per those set by the HEI. Numbers are allocated to HEIs from the National College for Teaching and Leadership (NCTL) normally based on Ofsted quality ratings and are reviewed on an annual basis by the NCTL.

Postgraduate ITE programmes include a one-year PGCE which normally confers 60 master's-level credits and the Professional Certificate in Education (PgCE) which may offer some master's-level credits but not the full 60 credits required for the award of PGCE. Both routes enable trainee teachers to reach the necessary standards to achieve QTS. The PGCE is normally offered as a one-year full-time programme that is led and managed by the HEI. The PgCE is more prevalent on employment-based initial teacher training (EBITT) routes. The latter predominantly applies to primary and secondary routes into teaching. Numbers allocated to EBITT providers of primary and secondary teacher training programmes are also regulated by the NCTL based on

Ofsted quality ratings and regional teacher supply needs. Although post-compulsory ITE programmes are inspected by Ofsted, allocations are not regulated by NCTL.

Trainees are subject to fees which are normally in line with traditional post-graduate programmes. Trainees who will complete a PGCE or PgCE course of study may be entitled to receive a bursary in line with current government funding regulations. School-centred initial teacher training (SCITT) providers currently have QTS awarding powers and are subject to the quality assurance requirements as set by Her Majesty's Chief Inspector (HMCI) and Ofsted.

Employment-based initial teacher training routes are those routes that require the trainee teacher to conduct their training in a school. Trainee teachers are employed by the school as unqualified teachers and as such are subject to the employment regulations and conditions of service of the school and/or local authority in which they are based. These posts may be supernumerary but, more recently, trends suggest that this is not necessarily the case. Trainee teachers on EBITT routes normally conduct their training in one school with some additional experience in a second school.

Trainee teachers wishing to undertake employment based routes have a number of options. Until 2012 the Graduate Teacher Programme (GTP) was the main employment-based route into teaching. Since then the DfE, through the NCTL, has introduced and developed School Direct which comprises a salaried route and a training/tuition route. It is the School Direct salaried route that is now the main employment-based route into teaching, alongside Teach First, which seeks to attract 'the very best graduates', based on their degree classification, into the teaching profession. However, can we measure the potential to be an outstanding teacher simply through the degree classification held by applicants? Evidence suggests this is probably not the case.

Other employment routes include the two-year undergraduate Registered Teacher Programme (RTP) and the Overseas Trained Teacher Programme (OTT) both of which supply lesser numbers to the teaching profession but can attract high calibre trainee teachers. The 'assessment only' programme is another qualifying option for future teachers which seeks to attract candidates who have significant classroom experience such as Higher Level Teaching Assistants (HLTA) and do not need further training to be awarded QTS. Assessment for the latter route is normally via portfolios of evidence that include planning, teaching and assessment, classroom observations and interviews.

With such a plethora of routes into teaching all must comply with the Secretary of State for Education's requirements. These essentially focus on:

1. trainee-teacher outcomes

2. the quality of training

3. the quality of leadership and management.

Trainee-teacher outcomes are centred on their ability to meet the current standards for QTS but do not currently include those training in the post-compulsory sector. The quality of training is assessed both in the school and training partnership, as is leadership and management. The latter form the basis for Ofsted in assessing the quality of the training provider.

In summary, whatever the route into teaching, it is the HEI that is responsible for the quality assurance processes and is subject to regulation by Ofsted unless the provider has sought accreditation for QTS-awarding powers through the NCTL. Consequently, HEIs remain cautious when franchising a significant part of the training to partner schools, colleges and early years settings.

Recruitment and selection

Recruitment to undergraduate and postgraduate teacher training programmes has remained mostly buoyant in recent years, although it is difficult to recruit high-quality male teachers to early years and primary training programmes and, in many areas of the country, it is difficult to recruit from ethnic minority groups despite the frequent recruitment drives to do so.

Secondary teacher training programmes, the majority of which are postgraduate, normally recruit well in such areas as physical education and English but struggle to recruit high-calibre applicants to mathematics, physics, physics with mathematics and computer science. Subject knowledge enhancement (SKE) courses have helped enormously in 'bridging the gap' in trainee teachers' subject knowledge through both short and long courses prior to the commencement of PGCE programmes, and the generous bursary awards for first-class and upper second-class degrees in shortage subjects have helped to support recruitment. Applicants for secondary subjects may be asked to complete an SKE course of study, depending on their individual needs, which could necessitate a deferral to the School Direct programme for up to 12 months. The latter is more likely in secondary shortage subjects such as mathematics, physics and physics with mathematics but could include other curriculum areas too. Increasingly there is recognition that subject knowledge development is an ongoing process and so the use of audit tools and regular review is encouraged.

The recruitment and selection process requires rigour in order that the partnership selects the very best candidates for the profession and that due process is followed in line with current legislation. For example, ITE providers are obliged to make appropriate adjustments to the selection process in the case of applicants with particular needs and disabilities. A provider cannot reject people for health reasons without a very robust justification (see *Fitness to Teach; Occupational Health Guidance for the Training and Employment of Teachers* [TDA, 2007a] and *Able to Teach; Guidance for Initial Teacher Trainers on Discrimination Disability and Fitness to Teach* [TDA, 2007b])

It is important to acknowledge applications as early as possible and to notify those candidates that do not necessarily meet the entry criteria so that they may be permitted to apply for alternative programmes. Qualifications of candidates must be checked (original certificates), QTS skills tests passed and appropriate Disclosure and Barring Service (DBS) checks completed. It is also important to check that candidates have not previously failed a QTS programme, as failure may prevent their application proceeding.

If the partnership is between a school and an HEI, university tutors can review the applicant's areas of strength and suitability and advise the receiving school to reject or accept at this stage of the process. The interview process should involve

school and university colleagues, and it is advisable to see candidates working with children and young people prior to selection. This may take the form of a mini teaching session but more importantly it is best to observe and assess the candidate's early professional skills through their engagement with adults and young people. Whole-class teaching is not necessarily recommended as this requires higher-level skills than would normally be expected later in their training, during their NQT year and as part of teachers' assessment as they progress in their careers. In short, to ask an applicant to teach a class of children and young people with little knowledge of their specific learning needs is not normally the best solution.

Figure 2.1 illustrates a journey of the application through to the acceptance process from a university and school partnership perspective.

Stage 1

Receipt of applications – acknowledgement letter sent to candidate with conditions; for example,original qualifications required at interview

Reject

Proceed

Stage 2

On hold

Clarification of previous QTS courses – previous provider reference required

University subject tutor comments on strengths of application, and advises (1 week turnaround)

Stage 3

School reviews application – selects and invites applicants for school-based assessment

Reject

Proceed

(Continued)

Figure 2.1 *(Continued)*

Stage 4

School informs university of decision
to interview

Reject

Proceed

School confirms
reasons for rejection
with
recommendations
for strengthening
application in future

School arranges to
interview candidates
alongside University
Pathway Leader –
interview date set

Stage 5

University sends out
rejection letter

University notifies
candidate and updates
application system

Stage 6

Interview carried out at
university: subject knowledge
audit, individual needs
analysis audit, reflective
writing task

Reject with advice

Accept – conditional upon
passing skills tests

SKE course if required

Post interview

> Candidate accepted
>
> Subject knowledge enhancement programme completed if required

Pre-induction – training needs analysis

> Subject knowledge audit revisited
>
> Subject knowledge enhancement course requirements
>
> Individual needs analysis
>
> Professional skills audit
>
> Non-cognitive tests

> SBT Induction
>
> Initial needs analysis, professional skills audit, subject knowledge audit, used to develop Individual Training Plans
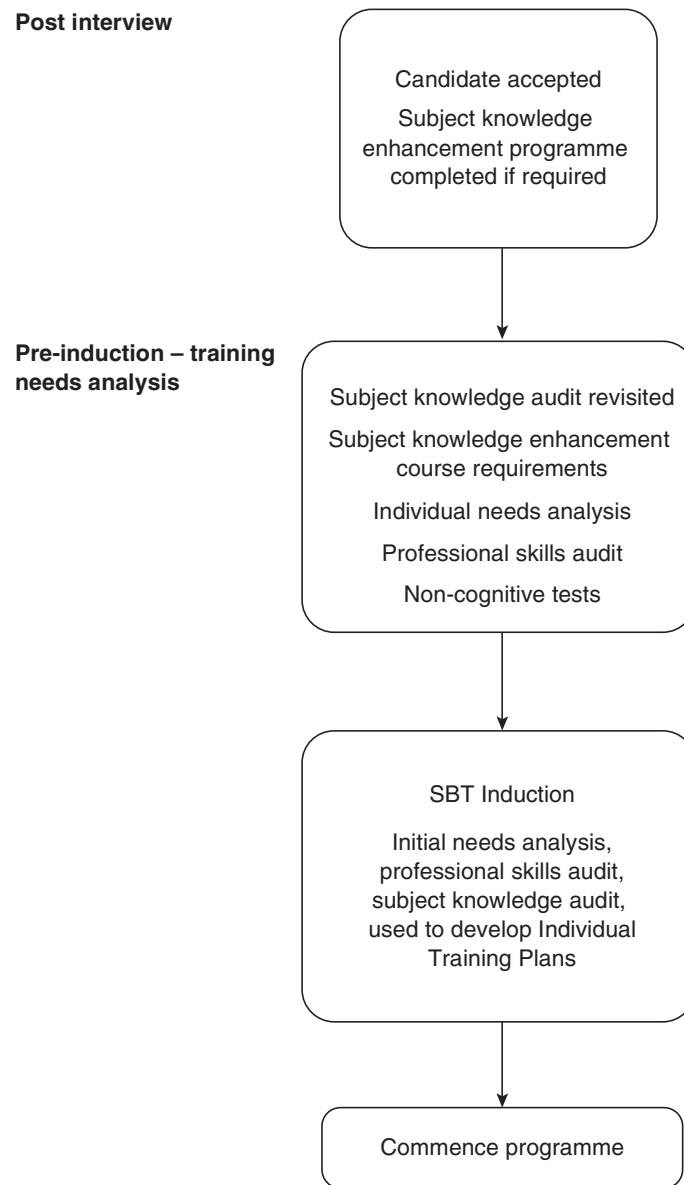
> Commence programme

Figure 2.1   Recruitment and selection processes

MAKING THE MOST OF PRE-SELECTION PROCESSES

As outlined above, recruitment to ITE starts even prior to the point of application. There are opportunities to engage with potential applicants early in their decision-making cycle as their wish to enter the profession emerges. One example of this is the use of 'school experience' programmes or placements. A version of this is organized and funded by the NCTL. Alternatively, schools often develop links with local universities who are often keen to link student undergraduate volunteers with school improvement projects. These programmes are an excellent

opportunity for a potential applicant to spend focused time in school in order to develop an understanding of the role of the teacher. We would argue that the best of these programmes provide opportunities for structured, targeted school-based activity. For example, a university may link with an ITE provider to set up such a programme. The ITE provider prepares participants to go into school through targeted briefings (for example, professional expectations, developing a focused curriculum intervention). Schools are keen to be involved in the project as they not only see this as an excellent way to focus on school improvement priorities and raise aspirations, but also as a way to engage with potential applicants for school-embedded teacher education courses.

Recruiting to school-embedded ITE involves advertising and promoting the course. This may be through local press engagement, promotion via in-school open evenings, open afternoons in schools and a range of other tools. It is worth considering ways to build relationships with potential applicants for the future. For example, consider your response to a potential applicant for a postgraduate ITE course who explains at your open evening that they are not due to graduate for two years. You may wish to offer school experience and keep in touch as they complete their degree. It is common now for schools to keep in touch with their alumni – could this be a potential source of applicants for the future? However, this is not without its challenges. There is a view that placing trainees in schools they attended as pupils misses opportunities to challenge assumptions arising from their formative experience – arguably an essential part of the development process for an aspirant teacher. Many providers discourage pre-ITE experience within schools applicants previously attended as pupils in order to encourage a breadth of experience. For these reasons this approach needs to be used with caution. Where schools work as federations or partnerships, though, it might be possible to arrange placements in other schools. As well as alumni, many schools have colleagues within the school who they would wish to develop through to an ITE qualification. This is of course subject to existing qualifications.

Overall, whether recruiting locally or more widely, it is necessary to ensure that you undertake strategic planning of the teacher workforce. This is easier said than done in a context with year-on-year ITE allocations, but considering future workforce recruitment issues is vital to ensure an adequate supply of teachers to individual schools and alliances, and to meet system-wide supply needs.

DEVELOPING SELECTION PROCESSES IN PRACTICE

Since November 2013 the NCTL have, through the Universities and Colleges Admissions Service (UCAS), developed a single application system for all routes into teacher training and as such should enable the recruitment and selection process to be streamlined. The House of Commons Education Committee (2012) in the report *Great Teachers: Attracting, Training and Retaining the Best*, sets the parameters for the selection process, which includes the following:

- entry tests for applicants to teaching in numeracy and literacy with a limit on two resits

- a recommendation that all providers of ITE set entry tests that assess applicants' interpersonal skills through, for example, psychometric testing

- applicants must have some experience of working with children before application to an ITE programme and can demonstrate this at interview

- the selection and recruitment process is driven by the schools with support from their nominated HEI where appropriate.

As Figure 2.1 suggests, the recruitment process is complex but, if dealt with logically and systematically through clearly defined and agreed processes, it will enable you to recruit the very best candidates.

In 2010 the government published *The Importance of Teaching* White Paper which outlined the direction of policy for education in England and introduced the intention of using psychometric assessment as part of the selection process for teacher training. In Section 2.11 it stated:

> we know that highly effective models of teacher training (including those of Finland, Singapore, Teach First and Teach for America) systematically use assessments of aptitude, personality and resilience as part of the candidate selection process. We are trialling such assessments and, subject to evaluation, plan to make them part of the selection process for teacher training. (DfE, 2010: 21)

The intention of this was to 'raise the quality of new entrants to the teaching profession' (ibid.: 20). The procedures in place for Teach First applicants include a whole day of interviews and highly structured scenarios to measure the aforementioned characteristics. To enable this they have a team devoted to carrying out these tasks 50 weeks a year, four days a week. Needless to say this use of human resources is far removed from the capabilities of schools or HEI providers.

Recent Ofsted inspections of ITE providers have gathered information about the testing used and it is clear that their use is being monitored by the government.

Implementing the testing of applicants has raised a number of matters for providers of ITE to consider. The tests themselves have to be valid and reliable; they have to be administered in a coherent and consistent manner and have to remain ethical in their content and administration. These criteria make it almost impossible for a training provider to administer these tests without considerable cost of the tests themselves and the human resources required to administer them (a provider would require a licence to use the copyrighted tests and have a psychometrically trained member of staff to administer and score each test). Thus a number of providers have outsourced their testing to private companies at considerable cost. To reduce the overall cost, some providers may test applicants after they have successfully completed the interview stage of the application process and are thus more likely to

be taking up an offer of a place on the course. Testing earlier in the process would entail larger numbers of applicants sitting such tests, creating significant financial commitment. The tests themselves are completed online via an emailed login system and the findings are accessible to the provider within hours of completion.

The use of the psychometric testing of applicants is still new and data from trainee progress and outcomes has yet to be correlated with the scores from the tests. Early indications from trainees who have left the course within the first half term show no pattern from the test results but the numbers are so few that no statistical analysis is possible. Realistically no analysis of worth can be started until the system has run its course over a two-year period, when accurate data is more readily available.

Once the initial checks and balances have been completed, such as all academic requirements met, skills tests passed, DBS checks and teaching experience documented, the applicant will normally be taken forward to the formal interview and selection stage. Some applicants may be taken forward to interview without all the necessary requirements in place; this is normal practice, for example, for many postgraduate entrants where the receiving school and/or HEI will be awaiting confirmation of candidates' degree awards if they are in their final year of study at university.

The selection process should involve all partners such as the school or college and the HEI. There is some debate around the merits of observing candidates teach full classes of children as part of this selection process but there is little doubt that it is important to observe candidates working with children and young people at some point in the selection process.

Care should be taken not to overburden candidates during the selection process but a variety of modes of assessment at interview are to be encouraged, such as a presentation to staff of the school on a teaching resource they have found effective in developing children's understanding of a particular mathematical concept, for example. However, informal conversations with colleagues will also reap rewards in terms of assessing candidates' skills and personal attributes as well as observing candidates' interactions with children and young people. In short, do they appear to enjoy working with children?

Additional considerations will be to match candidates' skills to your school and/or department's needs. As such it is also useful to share among the wider school partnership the skills and attributes candidates bring so that they may be suitably matched to the school's needs. In other chapters in this book there are cautions about the limitations of thinking of school-based training as being primarily for a specific school, and you are encouraged to think about your responsibility for training professionals in the broadest sense.

NEEDS ANALYSIS, PRE-ITE AND INDUCTION

We have seen above how the development journey for the teacher of the future starts pre-application. This journey extends as we move from applicant to

trainee teacher. During the interview process you will have started to identify areas for the applicant to develop and will hopefully have been able to share and explore these with them. Subject knowledge is one area where we are perhaps more familiar with the notion of 'needs analysis' and a result of the selection process should be a raising of awareness of the areas which they will need to develop, including prior to entry. This may be a condition of entry (for example, the requirement to undertake some form of SKE) or may be a recommendation to continue to develop knowledge in a particular area through self-study, depending on whether the applicant meets the requirements for entry to ITE. Other needs may include additional school experience; you may wish the applicant to attend a particular school for this so that 'fit' with a particular training department and their needs may be ascertained. These needs may be broad, for example, gaining experience of current teaching approaches to the subject of geography, or may be more specific. Needs analysis, whether focused on academic needs or more practical needs, is a good basis for developing the relationship between provider and future trainee teacher prior to the start of the course.

Induction may take place at the very start of the course or, in the case of many providers and schools, during the summer term prior to the start of the course. The aim of induction is both to undertake some of the necessary administrative tasks prior to the course starting and to familiarize the applicant with course expectations and those involved, that is, key staff and peers, thereby developing a community of practice at an early stage and with all-important support and challenge.

Initial teacher education providers will often invite those holding offers to attend for a day during the summer term to work with key staff and to start to further develop areas to work on prior to the course, for example, by being provided with reading lists or key documents. Peer support networks are encouraged to develop (for example, through the use of a protected online forum). Increasingly, those engaged in school-based ITE, such as School Direct, also run such events in school during the summer term so that applicants can develop an understanding of a particular school. Given current insecurity around allocations and recruitment, this is a way to encourage those to whom you have offered places to start to feel part of that cohort or group, both increasing their feelings of security and the provider's confidence that the place will be taken up at the start of the course. We do need to recognize that some secondary shortage subjects are renowned for recruiting late in the recruitment cycle and this poses challenges for the latecomer, and you will need to consider ways to facilitate these trainees being part of this cohort.

CASE STUDIES

The case studies below illustrate the complexity of issues underpinning the successful delivery of quality ITE that have the potential to impact on recruitment

processes. We contend that in deep partnership models all partners work successfully together to engage with the depth of issues and work to find solutions as a partnership.

CASE STUDY 2.1 'WORKING TOGETHER' TO ENHANCE SECONDARY PGCE PARTNERSHIP PROCESSES

A working group was convened to provide an opportunity for university tutors and school-based professional mentors to work together in a 'third space' (Wenger, 1988).

The working group comprising university partnership tutors and school-based mentors (from a range of partnership schools actively working with the university) met to review the observation, assessment and quality assurance processes for the Secondary PGCE programme. The group openly discussed and evaluated the partnership practices and policies to help to secure consistently high-quality outcomes for trainees on the core and the School Direct programmes. All involved were working actively on developing a vision for ITE to underpin collaborative recruitment activity.

The working group discussion led to:

- revised observation paperwork and clearer roles, responsibilities and expectations linked more explicitly to the Teachers' Standards

- improved processes around QTS grading interpretation with a focal point for discussions about trainees' progress towards meeting the standards, through weekly target setting and through lesson observation

- clear roles and responsibilities for colleagues involved in PGCE Core and School Direct courses, including recruitment roles and responsibilities

- quality assurance processes that aim to improve the overall consistency, coherence and quality of all aspects of the training and placements through effective moderation and quality assurance of the judgements that are being made.

This review was felt to not only help to produce improved paperwork and processes for the partnership, but also provide opportunity for tutors, mentors and trainees to engage meaningfully in the underlying pedagogical process of the PGCE programme – thereby leading to the promotion of a 'collaborative' rather than a 'cooperative' model of training. The specific cases below are examples of this partnership at work.

CASE STUDY 2.2

This case study illustrates how an ITE partnership made the necessary adjustments to a trainee with a specific disability in supporting them to achieve QTS.

The trainee secured a place on the programme with a strong academic background and experience of teaching in the further education (FE) sector. She had a severe hearing impairment, and in order to fulfil programme and NCTL requirements would need support from both the school and student enabling centre on campus. All resources were transcribed and signers and interpreters were provided for all subject and professional studies sessions at university.

In order to ensure that the trainee could have access to the same opportunities as other trainees and to develop an appropriate individual training plan (ITP), the programme manager met with the professional tutor. Reference was made to the *Fitness to Teach* and *Able to Teach* (TDA, 2007a, 2007b) guidelines to ensure that the trainee had 'reasonable' support in place, while given the opportunity to demonstrate all of the relevant QTS standards. The supporting school also had a specialist deaf unit, which could provide appropriate resources for the trainee to teach effectively.

The issues relating to the programme included how to ensure the trainee would be able to teach larger classes of mainstream pupils, and demonstrate ability to meet all of the Professional Standards for Teachers. A programme was designed to:

- build up class sizes over time

- teach more mainstream mathematics groups.

Use of the *Fitness to Teach* and *Able to Teach* guidelines supported the programme design, taking into account:

- Are there any barriers?
  - o Skills of interpreter impact upon delivery (knowledge of specialist terminology).

- What reasonable adjustments might we make?
  - o Speaker/signer within the department to support terminology.
  - o Timetable to be built up over time.

- ITP and timetable for next term
  - o to increase class sizes by February – teaching full mainstream groups
  - o move to teaching in the mathematics department rooms to enable full integration to mathematics team, initially sharing groups (giving subject specialist support).

Challenging targets were set and the above support provided. The trainee completed with a Grade 1 outcome.

Given the nature of the training experience, the school commissioned a training DVD, monitoring the trainee's journey and impact upon classes and

attitudes. This was shared with local authorities and university staff at the EBITT Advisory Group and is now available for use within the school and for university training purposes. The trainee subsequently gained permanent employment at the school.

🗁 CASE STUDY 2.3

This case illustrates how an ITE partnership successfully managed the training programme of a support staff member who achieved QTS and who was later employed as a qualified teacher in the same school.

The trainee began the programme with a strong academic background, and had secured the support of a partnership school with relatively high-achieving pupils where he had worked as a science technician and had delivered lessons with Year 9, 10 and 13 pupils. His application included strong references from the supporting school and at interview he demonstrated a good insight into teaching and a dedicated approach.

As the second term progressed, feedback from observations indicated that the trainee was not able to make the expected progress in terms of lesson structure and behaviour management. It was evident that the transition from science technician to teacher was presenting further challenges to the trainee, particularly in relation to behaviour management and the organization of resources.

This led to intervention by the professional tutor and university tutor with initial 'at risk' support and targets put in place. The trainee was guided to an extended second school placement in a long-standing partnership school where pupils provided many more challenges in terms of behaviour and aspirations, though strong subject knowledge was required to deliver the programmes available in the science department.

The programme manager liaised with the professional tutor, headteacher and school-based tutor to provide an extended placement for the trainee. Further intervention and support was provided in the initial weeks of the placement, and a timetable built up for the trainee. This allowed the trainee to develop confidence in a department where his subject knowledge and industrial experience were highly valuable in developing resources suitable for the courses offered by the department, whilst developing skills in behaviour management through observations and co-planning and co-teaching. Further intervention by the programme manager included feedback on the emotional intelligence aspects of his practice and targets were set in relation to non-verbal communication and strategies to develop relationships with more challenging pupils.

Results of observation feedback demonstrated that the trainee gradually improved practice, completing the programme within the designated time frame. Not only did he complete the programme as a Grade 2 trainee, he was subsequently offered a permanent position within the science department at the school where he was originally employed.

CONCLUSION

In summary, we have examined here the context for teacher supply, recruitment and selection, and have provided a range of practical examples of related activities and processes for your consideration. Through critical examination of what we mean by 'recruiting the very best' we have challenged potential assumptions about this concept. We have set out a range of challenges for recruitment with practical considerations for solutions. Finally, we have aimed to convey a sense of the process of recruitment and selection as involving a range of partners and that starts before a potential applicant has decided to apply and continues well into the induction stage of the ITE year.

FURTHER READING

We have argued here that values and dispositions are not straightforward to define. For further reading and a much more thorough treatment readers are encouraged to access Kallick and Costa (2008).

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