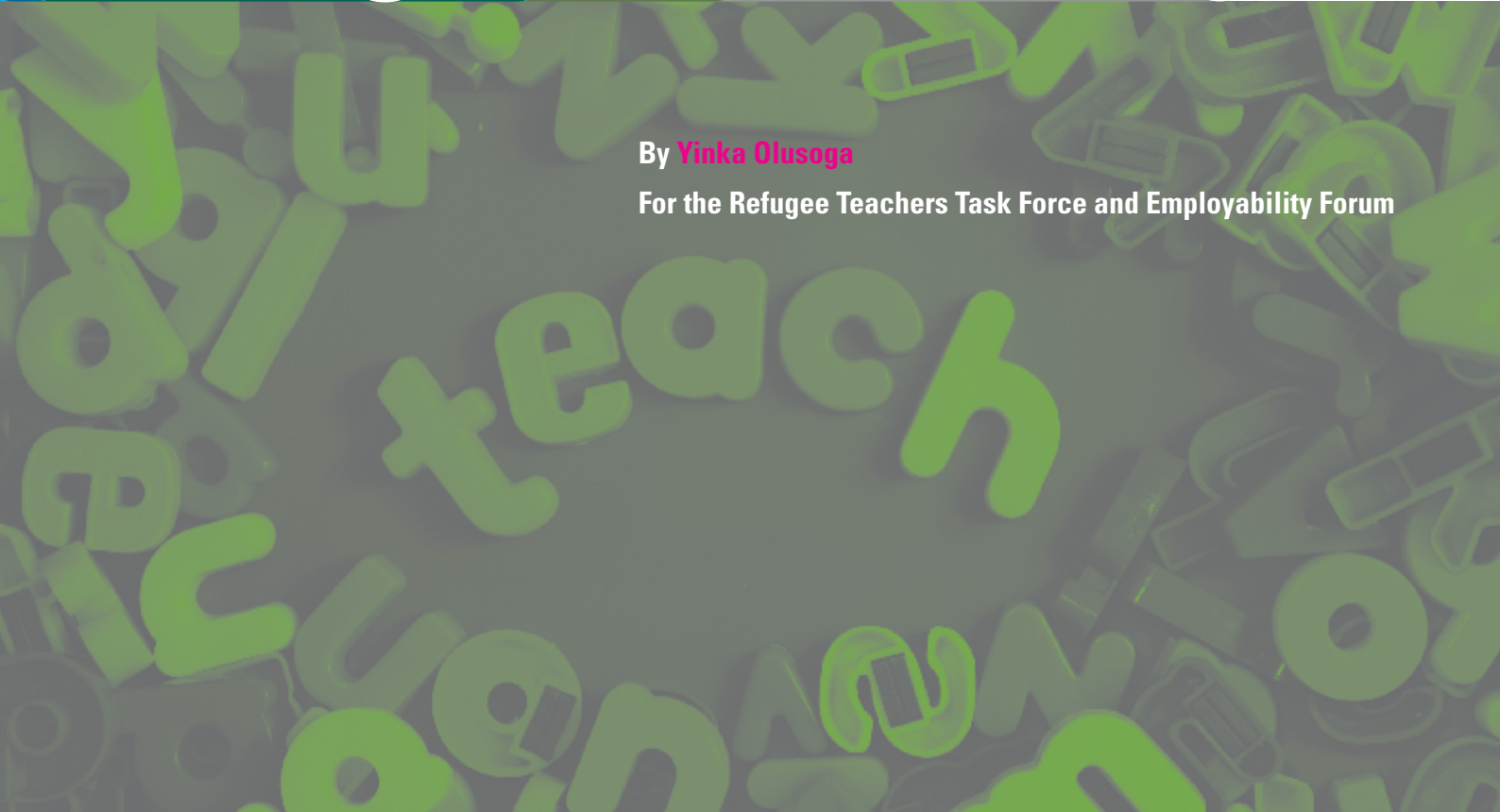


# Jobs in Education: A Guide for Refugees



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For the Refugee Teachers Task Force and Employability Forum





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## Foreword

Refugees are an important asset in our society and play a valuable role in this country's development. They are a vital part of our future as a diverse, thriving and successful society. Refugees offer a rich array of culture, languages and history and enrich the lives of schools and communities. This guide is aimed at ensuring your skills and experience are recognised and integrated into the education workforce. I am pleased that the Department for Education and Skills is able to make a contribution by supporting this excellent work. I want to see refugees and their children achieving at the highest levels possible and enabled to follow pathways into employment that makes the best use of their talents.

Refugee teachers and support staff can help us to improve and develop the school and college workforces even further, not least through providing a critical bridge between the education sector and pupils and parents in the community. It is important that we provide refugees with the best possible support to enable them to work in teaching and other roles in schools and colleges. I commend the Employability Forum for producing this booklet and hope that it helps you to secure suitable employment in the field of education.



A handwritten signature in dark ink, reading "Andrew Adonis".

**Andrew Adonis**

Parliamentary Under Secretary of State for Schools

# 2 Introduction

Welcome. If you are a refugee living in the United Kingdom and you are interested in a career in education, this guide is for you. In UK schools there are children from a range of cultures, ethnicities and backgrounds, including refugees. It is important that the workforce of teachers and support staff who educate and care for these children should also reflect this diversity. The experiences and skills that refugees can bring to UK schools are important and valuable ones.

This guide will:

- Introduce the education systems in the United Kingdom, including:
  - > the types of school
  - > the subjects taught in them
  - > the jobs that are available in these schools;
- Examine the different paths towards becoming recognised as a qualified teacher;
- Provide some advice on how to access courses, support and further guidance.

This guide is intended to help the following people:

- Refugee teachers who qualified overseas and want to resume their teaching careers in England;
- Refugee teachers who want to work within the education sector, not as teachers but in support roles;
- Refugees from other professional backgrounds who want to enter the education sector either as teachers or in other support roles; and
- Professionals and agencies involved in advising and supporting refugees in the above categories.

The guide is supported by information on local support and opportunities (located in the folder at the back). There is also a website that provides additional information and is regularly updated.

# 3

## Introduction to the Education System

The education system of any country is complex. Some features of the UK systems may be familiar to you, but others may not. Table 1 gives a basic overview of the English education system by asking 3 basic questions:

1. Who is education provided for?
2. What curriculum is taught?
3. Where is education delivered?

**Table 1: Understanding the English Education System**

	Who	What	Where
<b>Early Years Age Phase</b>	3 to 5 year-old children	Foundation Stage Curriculum	<ul style="list-style-type: none"> <li>• Nursery Schools</li> <li>• Nursery and reception classes in Primary Schools</li> <li>• Children's Centres</li> </ul>
<b>Primary Age Phase</b>	6 to 11 year-old children	National Curriculum <ul style="list-style-type: none"> <li>• Key Stage 1 One (for 6 and 7 year-olds)</li> <li>• Key Stage Two (for 8 to 11 year-olds)</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Schools</li> </ul>
<b>Secondary Age Phase</b>	12 to 16/18 year-olds (Education is not compulsory after 16)	National Curriculum <ul style="list-style-type: none"> <li>• Key Stage Three (for 12 to 14 year-olds)</li> <li>• Key Stage Four (for 15 to 16 year-olds)</li> </ul>	Secondary Schools (some are for 11 to 16 year-olds whilst others are for 11 to 18 year-olds)
<b>Further Education</b>	16+ years old	A range of further education qualifications including: <ul style="list-style-type: none"> <li>• GCE 'A' Levels</li> <li>• GNVQs</li> </ul>	<ul style="list-style-type: none"> <li>• Sixth form classes in Secondary Schools (16-19 year-olds)</li> <li>• Colleges of Further Education (for 16 and above)</li> </ul>
<b>Higher Education</b>	Adults (generally 18+)	<ul style="list-style-type: none"> <li>• Undergraduate degrees</li> <li>• Masters degrees</li> <li>• PhDs</li> </ul>	<ul style="list-style-type: none"> <li>• Universities</li> <li>• Colleges of Higher Education</li> </ul>

The Scottish and Welsh education systems differ slightly and are discussed on page 6.

<sup>1</sup> Key Stage is usually abbreviated to KS



### 3.1 The State School System

The state-funded system of full-time education in the United Kingdom is free to all children from the ages of 5 to 18. Schools offer education based on national curriculum documents. The main educational phases are primary and secondary.

### 3.2 The Primary Age-Phase

In primary schools each teacher usually teaches all of the subjects that the children study (see Table 2). The children are grouped into classes according to their age and are based with their teacher in their own classroom where the majority of lessons will take place. Support staff may be based in the classroom or may work across many classrooms and therefore come and go at different times of the day or week.

**Table 2: Subjects Taught in Primary Schools**

<b>National Curriculum Subjects</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Design and Technology</li> <li>• Information Technology</li> <li>• History</li> <li>• Geography</li> <li>• Art</li> <li>• Music</li> <li>• Physical Education</li> </ul>
<b>Additional Subjects</b>	<ul style="list-style-type: none"> <li>• Religious Education</li> <li>• Personal, Social and Health Education and Citizenship</li> </ul>

### 3.3 The Secondary Age-Phase

In secondary schools each teacher is usually based in one classroom. The children are grouped into classes according to their age. The classes move from classroom to classroom for their lessons in different subjects with different teachers. Teachers will teach

their subject to several different classes (and ages) of children. Support staff may be based in one classroom with a teacher or may work with the same class of children across different subjects and classrooms.

A large range of subjects is taught in secondary schools. However, each teacher specialises in teaching only one or two subjects (see Table 3).

**Table 3: Subjects Taught in Secondary Schools**

<b>National Curriculum Subjects Taught in All Schools</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Design and Technology</li> <li>• Information and Communications Technology</li> <li>• History</li> <li>• Geography</li> <li>• Modern Foreign Languages (Danish, Dutch, French, German, Modern Greek, Italian, Portuguese, Spanish or Swedish)</li> <li>• Physical Education</li> <li>• Art and Design</li> <li>• Music</li> <li>• Citizenship</li> </ul>
<b>Additional Statutory Areas Taught in All Schools</b>	<ul style="list-style-type: none"> <li>• Religious Education</li> <li>• Personal, Social and Health Education</li> <li>• Sex Education</li> <li>• Careers Education</li> <li>• Work-Related Learning</li> </ul>
<b>Other National Curriculum Subjects Offered in Some Schools</b>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Product Design</li> <li>• Manufacturing</li> <li>• Food Technology/Home Economics</li> <li>• Hospitality and Catering</li> <li>• Systems and Control</li> <li>• Electronic Products</li> <li>• Electronics and Communications Technology</li> <li>• Industrial Technology</li> <li>• Engineering</li> <li>• Community Languages (for example, Arabic, Polish, Punjabi, etc.)</li> </ul>

## tip

In some areas, education is organised into first, middle and secondary schools. Here middle schools are for 9 to 13 year-olds, and these schools deliver the last two years of Key Stage 2 and the first two years of Key Stage 3. Some ITT providers still offer KS2/3 courses for those who wish to teach in middle schools. Check with your local authority or local schools to find out if your area has middle schools.

### 3.4 Organisation and Culture

In primary and secondary schools lessons usually take place between 9.00 a.m. and 3.30 p.m., with play breaks and a lunchtime break. However, most schools are open longer and offer before and after-school clubs to support children and their parents/guardians.

Parents<sup>2</sup> are encouraged to take an active interest in the education of their children. In primary schools especially, parents are invited to spend time in school supporting the children and teachers in a range of activities.

The rights of children are legally recognised and protected in UK schools. For example, there is no corporal (i.e. physical) punishment. Furthermore, wherever possible, children's own views are sought when decisions about their education are made.

Teamwork is another key feature. Teachers and support staff plan and work together every day. Schools also work with professionals from other agencies, such as health and social services, to provide a complete service for children and their families.

### 3.5 Management

Schools are managed by the Head Teacher and the Governing Body (a group of volunteers who oversee the staffing, curriculum, standards and ethos of the school). Most schools also have at least one deputy head teacher and a senior management team of experienced teachers who are responsible for the day to day running of the school and for implementing the policies that have been agreed by the staff and

approved by the Governing Body. It is the Governing Body and Head Teacher who are responsible for recruiting new teachers and support staff.

### 3.6 The Early Years Age-Phase

Early years education and care is available in state settings free of charge. For 3 and 4 year-olds this is generally part-time only (morning or afternoon, five days a week). It is delivered by teams of qualified teachers, nursery nurses and teaching assistants who are based in a setting with a class of children and are responsible for delivering the whole curriculum (called the Curriculum Guidance for the Foundation Stage). The CGFS has 'areas of learning' instead of subjects (see Table 4).

**Table 4: The Early Years Curriculum**

Areas of Learning	
	<ul style="list-style-type: none"><li>• Personal, Social and Emotional Development</li><li>• Communication, Language and Literacy</li><li>• Mathematical Development</li><li>• Knowledge and Understanding of the World</li><li>• Physical Development</li><li>• Creative Development</li></ul>

### 3.7 Further Education

After the age of 16, education is not compulsory. However, most children go on to study for further qualifications in academic and vocational subjects (which can include subjects such as Applied Business Studies, Engineering, Construction and the Built Environment, Health and Social Care, Leisure and Tourism and Manufacturing). The most common qualifications are the General Certificate of Education, Advanced Level (known as the 'A' level) and the General National Vocational Qualification (GNVQ).

<sup>2</sup>The term 'parents' here also includes legal guardians and other family members such as grandparents.



Teachers in colleges are called lecturers [or sometimes tutors] and they specialise in one or two subjects. [The range of subjects taught in colleges is very wide. There is not enough space in this guide to provide a full list. For an idea of possible subjects, seek information from a FE college near where you live.] Colleges are also open to older, adult learners over the age of 18. Many learners are in full-time employment so, as well as full-time courses, colleges offer part-time study via evening classes and are open in the evening

### 3.8 Other UK State Education Systems

#### Wales

The Welsh education system is very similar to that in England. The main differences are that:

- The Welsh language is part of the National Curriculum;
- Key Stage 1 is being phased out and replaced with a new Foundation Stage, with a curriculum for 3 to 7 year-olds.

#### Scotland

The Scottish education system differs more substantially. The main differences to the English system are that:

- There is a flexible curriculum as the Government sets guidelines instead of a statutory curriculum
- There are 3 stages – pre-school (3 to 4 year-olds); primary (5 to 12 year-olds) and secondary (13 to 17 year-olds)
- Some schools offer tuition in Gaelic

### 3.9 Other Types of School

#### Inside the State System

##### Special Schools

These are for children with Special Educational Needs (SEN). Most children with SEN go to mainstream schools. Therefore, special schools are for children with very severe difficulties and specific needs. Pupil-to-staff ratios are very small to allow children the support they need.

##### Pupil Referral Units (PRUs)

PRUs are for children with severe behavioural problems. Children usually spend some of the week in mainstream school and some in the PRU. The pupil-to-staff ratios are small to maximise support.

##### Faith Schools

Faith schools provide mainstream primary and secondary education and follow the national curriculum. The approach and values of the school are shaped by a particular faith and the majority of the children will come from families that practise that faith. Faith schools exist for the Catholic, Church of England, Hindu, Jewish, Muslim, and Sikh faiths.

**As all of the above schools are part of the state system, it is necessary to have qualified teacher status to teach in them.**

#### Outside the Education System

##### Independent Schools

These are private schools that charge fees. They receive no state funding and do not have to follow the National Curriculum (though many do). Independent schools cover 3 age-phases:

- Pre-preparatory Schools  
For 2 to 7 year-olds.

- **Junior or Preparatory Schools**  
For children up to the age of 11/13. These schools prepare children to take the Common Entrance Examination in order to enter independent secondary schools.
- **Independent Secondary Schools**  
For 11/13 to 18 year-olds. Children are prepared to take public examinations (GCSEs and GCE 'A' levels as taken by children in the state system).

### Private Day Nurseries

These charge fees and provide full-time education and care for children from 3 months to 5 years old.

### Supplementary Schools

These are schools run by local communities, faith groups and charities to supplement the state education system. They are popular amongst minority ethnic and disadvantaged groups. They provide cultural and religious education and often offer home language tuition.

#### tip

Supplementary schools can also provide excellent opportunities for asylum-seeker and refugee teachers to volunteer and get relevant teaching experience.

and volunteers. For a fee (usually paid by the school, and free to volunteers) the CRB checks the person's details against national records to ensure that anyone with a record of child abuse is prevented from gaining access to children in school. The candidate is asked to complete a simple declaration form which is then submitted to the CRB by the school.

For refugees the situation can be more complicated as the CRB can only check UK criminal records so you may be asked for additional information and references. You may also have your CRB check repeated after a period of time.

**As all of the above schools are outside the state system, it is not necessary to have qualified teacher status to teach in them.**

## 3.10 CRB Checks

CRB stands for Criminal Records Bureau. Anyone wanting to work with children has to undergo an Enhanced Disclosure CRB check: this includes work in schools, early years settings, colleges, children's clubs, etc. Checks have to be carried out on paid members of staff, trainee teachers, parent helpers

# 4

## Teaching Roles in the Education System

All teachers in state schools should have attained (or be working towards) Qualified Teacher Status (QTS).<sup>3</sup> Most teachers work full-time, though part-time and job share posts do exist.

### 4.1 Primary Teacher

Primary teachers must have:

- A graduate qualification; and
- QTS to work in KS1 and KS2

Teachers are responsible for delivering the KS1 and 2 curricula and for meeting the learning needs of the children in the class. They also direct the work of support staff.

### 4.2 Secondary Teacher

Secondary teachers must have:

- A graduate qualification; and
- QTS to teach their subject(s) in KS3, KS4 and sixth form.

They are responsible for delivering the KS 3 and 4 and 'A' level curricula for their specialist subject(s) and for meeting the learning needs of the children they teach. They provide pastoral support and education to their own 'form class' (this is a class based with the teacher for activities such as registration). They are often also responsible for directing the work of support staff.

### 4.3 Early Years Teacher

Early years teachers must have:

- A graduate qualification; and
- QTS to work in FS<sup>4</sup> and KS1.

They are responsible for delivering the FS and KS1 curricula and for meeting the learning needs of the children they teach. They also direct the work of support staff.

[N.B. Some early years settings do not have a qualified teacher. They are run by qualified nursery nurses and teaching assistants instead – see page 11.]

### 4.4 Further Education Lecturer

FE lecturers teach one or two subjects leading to public examinations such as GCSEs and GCE 'A' levels. They do not need to have QTS. However, new full-time lecturers require a Postgraduate Certificate in Education in Post Compulsory Education and Training (PCET). Part-time lecturers are required to obtain the PCET qualification within 2 to 4 years of taking up their post.

<sup>3</sup> Employment-based routes do allow people to work as unqualified teachers whilst they are obtaining QTS [see page 14].

<sup>4</sup> FS = Foundation Stage



## Case Study One

**Amra** graduated from Sarajevo University with a degree in English. Her first teaching post was in a secondary school, where she taught English. The start of the Bosnian war interrupted her teaching career and she was able to reach the UK with her husband and baby daughter to claim asylum. **Amra's** first year in Britain was very difficult:

*"After fleeing Bosnia, overnight I lost my status, my confidence and self-esteem. The fact that my qualification was not recognised here and that I was not allowed to work for 6 months did not help. It made things worse."*

Her desire to do better for herself and her love of teaching were strong and a year after her arrival she started work as a part-time bilingual instructor. For two years she worked part-time as an unqualified teacher, supporting students with English as an additional language. She also worked as an interpreter to boost her income.

**Amra** wanted to be a mainstream teacher again, and so in 1994 she started a 12 month Overseas Trained Teacher Course leading to Qualified Teacher Status. While studying she worked part-time in a supplementary school supporting children in the Bosnian community and gained experience as an EAL teacher and as a learning support teacher, helping students who experience language and learning difficulties.

**Amra** is now a mathematics teacher at a school for girls and Head of the Department responsible for coordinating and deploying resources to raise literacy and achievement of students from ethnic minorities.

*"I was lucky that I was able to speak and write good English when I came to the UK. I also had teaching experience in Bosnia ... Looking back, I think it is quite important for newcomers to learn English well and to find out about (and use) the support and advice available. For example, community groups in the area, refugee support groups, Citizens Advice Bureau, Careers Service, etc."*

# 5

## Support Roles in the Education System

Support roles are available across all age-phases of the education system. The roles can be part-time or full-time, depending on the needs of the school.

### 5.1 Support Roles Requiring No Specific Qualifications

#### Teaching Assistant (TA)

Teaching Assistants support teachers by working with individuals and with groups of children. Some are based in one classroom and others work in different classrooms. Some specialise in supporting specific curriculum areas such as English or mathematics. There are more TA posts in early years settings and primary schools than in secondary schools.

#### Special Needs Teaching Assistant

Special Needs TAs support children with identified special educational needs. This involves working with the children in class or withdrawing them from the class for specific learning activities. Special Needs TAs can be found in early years settings, primary and secondary schools.

#### Learning Mentor

Learning mentors provide mentoring and counselling for children who are experiencing difficulties that

could be affecting their education. This includes helping socially disadvantaged children (including refugee and asylum-seeker children) and children with behavioural problems. Learning mentors are usually found in secondary schools.

### 5.2 Support Roles Requiring Language Skills

#### Bilingual Learning Assistant / Mentor

Bilingual Learning Assistants / Mentors provide language support for children who are learning English as an Additional Language (EAL). This involves providing home language support for children and parents, and English language support to help the children to develop their English skills. These posts can be found in early years settings, primary and secondary schools.

#### Home / School Liaison Officer

Home / School Liaison Officers support parents/guardians and schools in creating home-school links. This involves supporting written and verbal communication between family and school. These posts are attached to early years settings, primary and secondary schools.



## 5.3 Support Roles Requiring Specific Qualifications

### Nursery Nurse

Nursery Nurses work with very young children in Foundation Stage settings. They are trained in child development and in supporting all aspects of children's development. A range of courses for nursery nurses exist at FE and HE level.

#### tip

Nursery Nurse qualifications are often named after the qualifications authorities that award them. The most important are:

- BTEC - Business and Technology Education Council
- CACHE - Council for Awards in Childcare and Education
- NNEB - Nursery Nurse Examination Board
- City and Guilds

### Higher Level Teaching Assistant

An experienced Teaching Assistant (TA), who is already employed by a school, can undergo further training to become a Higher Level Teaching Assistant (HLTA). HLTA's can take on greater teaching responsibilities in the classroom and, in the absence of the teacher, they can supervise a class. There are more HLTA posts in early years settings and primary schools than in secondary schools.

### EMAG Teacher

EMAG stands for Ethnic Minority Achievement Standards Fund Grant. Schools with large minority ethnic populations can use EMAG to employ specialist teaching staff to provide support to children and teachers. This involves working with children in class or withdrawing children from the class for activities to develop their English language skills. EMAG teachers have qualified teacher status and they

plan, teach and assess their own learning activities and provide specialist advice for class teachers. EMAG teachers can be found in early years settings, primary and secondary schools.

### School Laboratory Technician

This is a specialist post found in secondary schools. Laboratory technicians support the science and technology teachers by maintaining laboratory and technical equipment, preparing materials for lessons and cleaning and disposing of hazardous materials. A science background and science qualifications are required for this work.



## Case Study Two

**Abdi** completed his teacher training in Somalia and worked for four years teaching mathematics in a primary school. After successfully gaining a degree in English he moved into secondary education and taught English language until forced to flee the country in 1999 due to the civil war.

In the UK, **Abdi** took a City and Guilds teaching certificate<sup>5</sup> and started to use his experience teaching in a supplementary school near to his home. After seeing a leaflet at his local Somali community organisation he joined the UCEP course (Routes into Employment in Schools for Refugees – run by RAGU at the London Metropolitan University) in 2003. Using the knowledge and experience he gained on the course he immediately started applying for jobs and in time he found work at Greenwich Community College supporting students with English and mathematics.

In 2005 he started a new post as a Bilingual Teaching Assistant in a South London primary school with responsibility for supporting over 50 Somali pupils. He is continuing in this post and has recently started doing some work for another school in the area.

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<sup>5</sup> City and Guilds awards are available for part-time teachers who wish to work in further and adult education and for teaching assistants who want to work in early years, primary and secondary education. See [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk) for more information.

# 6 Qualifications and Training Routes for Qualified Teacher Status

To teach in a state school you must be educated to graduate level and have (or be working towards) Qualified Teacher Status (QTS)<sup>6</sup>

## QTS

When a trainee has successfully completed a recognised course of Initial Teacher Training (ITT) they can be recommended for Qualified Teacher Status (QTS). The trainee is then a newly qualified teacher (NQT) and is legally qualified to teach and to be registered with the General Teaching Council (the professional body for teachers).

The requirements and standard for gaining QTS in England are set by the Training and Development Agency for Schools (TDA). ITT involves a mixture of academic study and school experience. ITT takes three forms:

1. Undergraduate
2. Postgraduate
3. Employment-Based (including a specific programme for Overseas Trained Teachers – see page 14)

<sup>6</sup> Employment-based routes allow people to work towards gaining graduate honours and QTS whilst being employed as unqualified teachers [see page 14].

The courses all require the trainee to specialise in either:

- Early Years (Foundation Stage and KS1);
- Primary (KS1 and KS2); or
- Secondary (the teaching of a specific subject in the KS3 and KS4).

## 6.1 Undergraduate

This is a degree course with QTS, studied at university or college of higher education lasting three to four years. Applicants normally have a mixture of GCE A levels and GCSEs [see Table 5 for the specific entry requirements.]

### tip

If you do not have GCE 'A' Levels, it is possible to study for an Access Course qualification at a local further education college. If it is designed to support entry to undergraduate ITT courses, the course will also provide GCSE equivalence for English, mathematics and science.

N.B. Most undergraduate ITT courses are for primary and early years trainees. Some secondary undergraduate ITT courses exist for subjects such as Physical Education, but these are increasingly rare.



## 6.2 Postgraduate

This is a taught, one-year PGCE course at university or college of higher education [see Table 5 for the entry requirements.] PGCE stands for either 'Postgraduate Certificate in Education' or 'Professional Certificate of Education'.

The PGCE is available for the early years, primary and secondary age-phases. For secondary teaching the PGCE is the main route into teaching. Most secondary teachers take an undergraduate degree in their chosen school subject and then take the PGCE.

## 6.3 Employment-Based

This is a route where the trainee is employed in school and undertakes part-time academic study that is organised by an Employment Based Routes Initial Teacher Training Provider (EBRITTP).

### EBRITTP

An EBRITTP is either a:

- A university or college of higher education
- A Local Authority; or
- A group of schools

An EBRITTP is able to organise ITT and can recommend successful trainees for Qualified Teacher Status (QTS).

The length of employment-based training is tailored to the individual but is generally between three months and two years, depending on previous academic attainment and teaching experience. The employment-based route is divided into three pathways:

1. Graduate Teacher Programme (GTP), for people who have an undergraduate degree;
2. Registered Teacher Programme (RTP), for people who have equivalent of 2 years of higher education;

3. Overseas Trained Teacher Programme (OTTP), for people who have a teaching qualification obtained overseas.

[See Table 5 for the full entry requirements for each route.]

## 6.4 The Graduate Teacher Programme and the Registered Teacher Programme

The GTP course lasts between three months and one year. The RTP course lasts between one and two years. Candidates apply direct to an EBRITTP. Some candidates are already employed in school, either in a support role or in an unqualified teacher role. If you have the necessary entry qualifications, **it is possible to apply for GTP/RTP without already being employed in a school.**

## 6.5 The Overseas Training Teacher Programme

This is an employment-based route for those who already have a teaching qualification from outside the United Kingdom<sup>7</sup>. **To qualify for the programme, the candidate must already have a teaching post in a school.**

The trainee follows an individual training and assessment programme leading to QTS. The maximum length of the training programme is one year. There is also the option of the candidate presenting themselves for QTS assessments without further training. This is more suited for candidates who have gained considerable experience in UK schools as unqualified teachers. [See Table 5 for the qualification entry requirements.]

<sup>7</sup> Overseas trained teachers are allowed to work as teachers for a period of up to four years. [The four years is counted from the first day they are employed as teachers.] After four years the overseas trained teacher must have obtained QTS through an approved programme such as the OTTP.

As well as entry qualifications, the OTTP has employment requirements. The trainee must:

- Already be employed as a teacher in a school (and be paid as either a qualified or unqualified teacher)
- Fulfill the Home Office's requirements for a work permit (for those who are not nationals of the European Economic Area)

## 6.6 Qualifying to Teach in Further Education: An Overview

Instead of QTS, FE lecturers require a PGCE in Post Compulsory Education and Training (PCET). The course is offered by universities and colleges of higher education. Study is usually part-time.

Part-time lecturers need to gain the PCET qualification within 2 to 4 years of being appointed. In order to take up a full-time position, lecturers need to already have the qualification. It is therefore usual for unqualified lecturers to begin with part-time work.

The entrance requirements for a PCET course vary but usually the candidate is expected to:

- already have part-time employment for a minimum of 2 hours per week;
- hold relevant qualifications<sup>8</sup>, to undergraduate or masters level; and
- perhaps have some relevant teaching experience.

There are more job opportunities in further education than in higher education. Refugee teachers who have previously taught in universities may find it easier to find employment in further education colleges.

## 6.7 Initial Teacher Training in Wales and Scotland

### Wales

The ITT system in Wales is similar to that in England. For information on ITT in Wales go to: [www.teachertrainingwales.org](http://www.teachertrainingwales.org).

### Scotland

To teach in Scotland you must have:

1. Either: an undergraduate degree (or its equivalent) in a relevant subject and a professional teaching qualification that was obtained through a course of study that included placement in schools and lasted at least one year;

Or: a teaching degree equivalent to a UK B.Ed degree

2. A qualification in English that is equivalent to Scottish Higher English.

You must also be registered with the General Teaching Council for Scotland (and this is a completely different body to the General Teaching Councils for England and Wales). You can be registered to teach either primary (the 3 to 12 age-phase) or secondary (the 12 to 18 age-phase).

If you do not have a professional teaching qualification, but you do have a relevant degree and more than three years relevant teaching experience, you can apply for provisional registration. This will allow you to teach but will also require you to complete a probation period. For information on ITT in Scotland visit: [www.teachinginscotland.com](http://www.teachinginscotland.com).

The organisation Refugees into Teaching in Scotland (RITeS) provides information and support for people from asylum-seeker and refugee backgrounds who are interested in a career in education. Their contact details can be found in Appendix 3 at the back of this folder.

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<sup>8</sup> The NARIC agency can help candidates to have their qualifications from their home country recognised in the UK. [See Appendix 2.]



**Table 5 - Overview of Routes to Qualified Teacher Status in England and Wales**

Route	Duration	Entry requirements	Where to apply	Notes
<b>Undergraduate</b>				
Bachelor in Education (B.Ed)	3-4 years FT 6 years PT	<ul style="list-style-type: none"> <li>• 2 A levels or equivalent</li> <li>• GCSE<sup>9</sup> Mathematics</li> <li>• GCSE English</li> <li>• GCSE Science* or equivalents</li> </ul>	UCAS	Suitable for those with no teaching qualification who want to teach.
BA or BSc with QTS				
<b>Postgraduate</b>				
PG Certificate in Education (PGCE)	1 year FT 2 years PT	<ul style="list-style-type: none"> <li>• UK undergraduate degree or equivalent</li> <li>• GCSE Mathematics</li> <li>• GCSE English</li> <li>• GCSE Science* or equivalents</li> </ul>	GTTR	Applicants can check equivalence through NARIC
<b>Employment-based</b>				
Graduate Teacher programme (GTP)	3 months to 1 year	<ul style="list-style-type: none"> <li>• UK undergraduate degree or equivalent</li> <li>• GCSE Mathematics</li> <li>• GCSE English</li> <li>• GCSE Science* or equivalents</li> </ul>	Training provider EBRITTP Advert for GTP	Qualifications must be recognised as equivalent to UK. [Applicants can check through NARIC]  For OTTP, applicants have to find a teaching position first.
Registered Teacher Programme (RTP)	1 to 2 years	<ul style="list-style-type: none"> <li>• 2 years of HE in UK or equivalent</li> <li>• GCSE Mathematics</li> <li>• GCSE English</li> <li>• GCSE Science* or equivalents</li> </ul>	Training provider EBRITTP	Individuals can work as teachers without QTS for up to four years
Overseas Teacher Training Programme (OTTP)	Tailored to individual needs	<ul style="list-style-type: none"> <li>• Overseas Teaching qualification (equivalent to UK first degree)</li> <li>• GCSE Mathematics</li> <li>• GCSE English</li> <li>• GCSE Science* or equivalents</li> </ul>	EBRITTP	

\* Applies to primary teaching candidates only

<sup>9</sup> GCSEs must be of A to C grade or the equivalent.

# 7

## Applying for an Initial Teacher Training Course

Before you apply for an ITT course, you need to make some decisions by asking a number of questions.

### 7.1: Questions to Ask Yourself

#### 1: Which age-phase do I want to teach?

It is important to decide this before you make an application. If your application includes courses for different age-phases, it can make you look uncommitted to any age-phase.

The best way to decide is to spend time in one or two schools. Even if you have taught before in your home country, it will be good to gain some experience of schools in this country. This will help you to confirm the age-phase you would like and will be useful when you are completing your application form.

#### 2: What subject do I want to specialise in?

To teach in a secondary school you have to specialise in teaching one subject. Secondary teachers have usually studied their subject (or a closely related subject) to degree level. Many primary teaching courses also offer a chance for the trainee to specialise in one curriculum subject. In these courses, the primary trainee still learns to teach all of the National Curriculum subjects. They also focus on their specialist subject, learning about how to become a curriculum leader for their subject.

#### 3: What qualifications do I already have?

ITT courses require a number of qualifications at different levels [see Table 5]. When you are interviewed for a course you will need to produce copies of the certificates for all of your relevant qualifications. This can obviously be difficult for a refugee, especially if you have had to flee your home with little notice. Where possible, if you do not have a certificate, try to get someone to forward it to you. If you have a degree, it is also sometimes possible to obtain a written

transcript from your original university or college which states that your claim to the qualification is valid. It may unfortunately be the case that you have to study again to obtain qualifications that you have already obtained elsewhere. A local college or project can often support you if you are having difficulty locating your certificates.

If you have been working with children in the UK, many ITT courses allow you to present a portfolio of evidence from this work. Sometimes you can get credit for this portfolio that counts towards your new qualification. If you are thinking of doing this get further information from the ITT provider.

#### 4: How much relevant experience do I have in schools, particularly in the age-phase in which I want to teach?

If you have worked as a teacher in your home country, you will obviously have a great deal of valuable experience working with children. However, it is still very useful for you to gain further experience in schools here before you apply for an ITT course. This does not have to be a very long experience but most courses would expect candidates to have spent at least two weeks in a UK school or setting and to discuss this in their application and interview.

You need to become familiar with the differences and similarities between the UK education system and your own home education system. Observe how teachers and support staff work here and how children and parents interact with them. See the curriculum in action, including the teaching, learning and assessment approaches used. This knowledge will be extremely useful when you write your application and during interview.

#### 5: Do I need to improve my verbal and/or written English language skills?

All adults working in education have to be able to model high standards of verbal and written English. This is



particularly important for young children and for children who are learning English as an additional language. Although it is good for children to hear different accents, they do need to hear and see clear and grammatically accurate use of English. You will therefore be expected to have at least Level 2 English skills. Local colleges offer a range of English courses. Look for information in your local library or college.

If you have taught in English in your home country, you may be confident in your level of English. However, it may be helpful for you to develop your pronunciation skills and your understanding of local dialects and accents. In addition, if you have only spoken conversational English, you may feel unprepared for the use of specialised educational vocabulary that teachers use to discuss their work. Local universities and HE colleges may offer advanced English courses that would help you to develop your language skills further before you apply for an ITT course.

## 7.2: Questions to Ask Other People and Agencies

### 6: Are my qualifications recognised in the UK?

The NARIC Recognition and Evaluation Service is an agency that provides official information on international qualifications. For a fee, it compares the equivalence of qualifications from overseas with those that are standard in the UK. Once all of your qualifications have been assessed, NARIC provides written confirmation of the level of education that can then support your application to ITT providers. The outcome of the assessment will help you either to gain access to an ITT course, or to identify if you will need to gain further qualifications before you can apply for an ITT course.

You can either contact NARIC directly yourself, or a local college or specialist refugee project may be able to help you. It is important to supply NARIC with as many of your original certificates as possible and with details of exactly what, when and where you studied. If you do not have certificates, they may be able to obtain new

documentation from your original awarding institution if they have enough information from you.

[See Appendix 2 for NARIC's contact details.]

### 7: Are there any other qualifications that I will need to obtain before I can make an application?

#### GCSEs

The requirement for GCSE grade C or above (or equivalent) in English and mathematics (and in science for primary trainees) often means that candidates need to gain these qualifications before they can make an application for ITT. Local FE colleges offer GCSE courses in English, mathematics and science. Courses usually last one year and a choice of daytime or evening lessons is generally available.

#### 'A' Levels and equivalents

For those who do not have 2 'A' levels (or the equivalent) colleges of further education also offer Access courses. These are courses for mature students who want to go on to study for an undergraduate degree. Many Access courses also offer the opportunity to obtain the equivalent of GCSE English, mathematics and, sometimes, science.

#### Undergraduate Honours

Following an assessment from NARIC, some candidates may find that their undergraduate degree from overseas is not equivalent to a UK undergraduate degree. They may find that they will need to upgrade their studies to reach honours level in the UK by completing a two-year 'top-up' degree. These courses are offered by many universities/HE colleges. Details can be found via UCAS [see Appendix 2 for contact details].

### 8: Do I need to gain more experience in school?

Schools are part of the community they serve. Therefore, after carrying out security checks, they tend to welcome visitors and volunteers, especially people who are thinking of becoming teachers or support staff. If you are a parent, with children in the age-phase you would like to teach in, try volunteering in your child's school. If you are not in this position, try contacting local schools to explain your interest in a career in education and volunteering your services for one or two weeks or for a day a week.

Some ITT providers also offer 'taster courses'. These are short courses (usually up to 5 days) for people who think that they may be interested in careers in teaching. The courses include some taught academic sessions and some time in school. These courses are usually advertised in

local newspapers, on radio, in local libraries and on university/HE college websites. The TDA website ([www.tda.gov.uk](http://www.tda.gov.uk)) also contains information on local taster courses.

### 9: Where can I take an ITT course?

The undergraduate and postgraduate routes are offered by universities/HE colleges. The Training and Development Agency for Schools provides a full list of ITT providers in England and Wales [see Appendix 2 for contact details].

Employment-based routes are offered by Employment Based Routes Initial Teacher Training Providers (EBRITTPs). Again, a list of local EBRITTPs can be obtained from the TDA [see Appendix 2 for contact details].

### 10: How do I apply for a place on an ITT course?

#### Undergraduate Courses: BA (Hons) or BSc (Hons)

For undergraduate ITT courses, applicants apply via the Universities and Colleges Admissions Service (UCAS). Applications are made online at <http://www.ucas.com/> for a fee. Applications can be submitted from early September of each year. The closing date for primary applications is 15th January. From mid-July onwards there is also a 'clearing' process that advertises any remaining available places on undergraduate courses.

#### Postgraduate Courses [PGCE]

For PGCE courses in England, Wales and Scotland, applicants apply via the Graduate Teacher Training Registry (GTTR). Applications are made online at <http://www.gttr.ac.uk/> for a fee. Applications can be submitted from early September of each year. The closing date for primary applications is 1st December. Applications for secondary courses continue to be accepted all year.

#### tip

If you are applying for a primary PGCE course, submit your application as near to the beginning of September as possible. If you wait until the December deadline, you are unlikely to obtain a place on the course of your choice.

### Employment-Based Courses - GTP and RTP

Applications for these courses are made in 3 different ways. The candidate can:

- i. Respond to an advertisement by the EBRITTP on radio or in the press.
- ii. Find a school prepared to employ and support them and then apply to a EBRITTP.
- iii. Apply directly to a EBRITTP.

### Employment-Based Courses - OTTP

For this route the candidate first has to find a teaching post in school and has to establish that they have the necessary qualifications for entry to ITT. The candidate can then apply direct to a local EBRITTP; this application can be made at any time of the year. The EBRITTP assesses the application, checks the qualifications and discusses training needs with the candidate. If the application is successful, the EBRITTP will then agree a training programme and start date with the candidate and their school. Contact details for local EBRITTPs can be found at the TDA's website at <http://www.tda.gov.uk>

### 11: What information do I need to include in my application?

Applications for all ITT courses require the same general information.

- Your full name, address and contact details
- Details of your education from secondary school level onwards
- Details of your official qualifications – what they are, when and where you obtained them
- Details of any qualifications that you are currently studying for and the date the results are due
- Names and contact details of people who can provide you with an academic and character reference (usually a professional person such as a tutor or a teacher who knows you)
- A supporting statement that sets out why you want to train to be a teacher and what you think you will bring to the course

#### The Supporting Statement

If you have (or will soon have) all of the necessary entry qualifications, the supporting statement is the most important part of your application. In it you need to demonstrate your interest in the course and your commitment to teaching. It is important to mention any relevant experience you have in education either in paid employment, as a work placement or on a voluntary basis. It is totally appropriate to discuss any teaching experience



you had in your home country. Make sure that you also discuss any recent experience you have had in schools in this country. The statement should also include brief details of your personal and leisure interests. Finally, make sure that you convey your enthusiasm for teaching and for working with diverse young people and their families. There is not much space for your supporting statement so it is worth writing and rewriting it until you are happy with it.

### 12: How can I prepare for interview?

Interviews vary from ITT provider to provider. Most involve a group task, discussion or presentation and a written test. Many also involve an individual interview. You will be provided with written details about the interview process in advance. The process can last a couple of hours or up to a whole day and can include being shown around the department and the campus facilities. However, all interviews have the same basic aim, which is to allow you to demonstrate:

- how committed you are to teaching;
- that you understand and have realistic expectations of the education system and the role of the teacher;
- that you have knowledge of your chosen age-range and (where appropriate) your specialist subject;
- a positive attitude to children and to families;
- your communication skills, particularly your verbal and written English skills;
- your personal and academic skills.

To be successful at interview you need to prepare. If you have access to a school (i.e. one you have volunteered in or that your children attend) it would be a good idea to talk to the staff there about what to say (and not to say!) at an ITT interview.

#### tip

Look at the information in the back folder of this guide for details of local projects that might be available to provide support for interview preparation.

Preparation for your interview should include the following:

### Research

You need to demonstrate knowledge and understanding of:

- the course and the institution;
- current issues in education in this country; and
- the education system and its main policies.

#### tip

Key places to find accurate and up-to-date information about the education system include:

- The Times Education Supplement<sup>10</sup> (a newspaper published every Friday)
- The Guardian newspaper (on Tuesdays this includes an education section)
- BBC News online (a website with a special education section) at: <http://news.bbc.co.uk/1/hi/education/default.stm>
- TeacherNet (a website for teachers and support staff that includes up-to-date information on the education system and its policies). It can be found at: <http://www.teachernet.gov.uk>

### Reflection

You will probably be asked the following questions and will need to think about your answers before the interview:

- Why do you want to work as a teacher?
- Why do you want to teach this particular age-phase and (where appropriate) this particular subject?
- Why do you want to take this particular course at this particular institution?
- What experience (especially recent experience) do you have in schools?
- What have you learned from that experience about yourself, about children and about the role of the teacher in this education system?

### Presentation

This is an interview for a professional course so take care over your appearance.

- Dress smartly and appropriately
- Arrive early to allow time for you to find where you need to be and to relax
- Make sure that you remember any items you might be asked to bring with you (e.g. certificates, portfolios)

# 8

## Finding a Job or Voluntary Work

### 8.1 Finding a Job in a School or College

This requires some research and preparation. It is important to know where jobs are advertised, what the application process involves and how to prepare for interview.

#### Where are jobs in schools and FE colleges advertised?

Many teaching posts are advertised nationally in the Times Education Supplement (TES), which is published every Friday. The TES also has a website (<http://www.tes.co.uk>) with a job search facility. Schools and colleges also often advertise their vacancies locally, in local newspapers and on Local Authority websites.

Support staff posts are usually advertised locally, again in local newspapers and on Local Authority websites.

#### The Application Process

When you answer a job advert you will be sent an application pack. The pack will usually include:

- an application form;
- a job description; and
- a person specification.

It is important to read each of these thoroughly. It may also be possible to visit the school or college before you submit your application. Try to take the time to do this if at all possible; you may gain valuable information about the institution that will help you with your application. Make sure that you dress smartly for the visit and that you make a positive and professional impression.

If you like what you see in the job description and during your visit, start to write your application. Understanding and responding to the person specification is the key to your application. The person specification is a list of the qualifications, experience, skills and attributes that the school is looking for. The application form will ask you to provide a personal statement. This is where you need to address each point on the person specification to demonstrate that you fulfil all of the requirements. Above all, aim to show that you are qualified, enthusiastic and professional.

#### Preparing for Interview

Interviews for teaching and support staff usually involve a tour of the school/college followed by 30 to 60 minutes with a panel answering questions. The panel will usually include at least the head teacher/principal and a governor, and possibly a representative of the Local Authority. For teaching posts, candidates are often also asked to teach a lesson to some children or to prepare some planning or lesson ideas.



Typical interview questions will require you to talk about:

- any training and experience you have;
- your reasons for wanting to work in the particular age-phase and/or to teach your chosen subject;
- your reasons for wanting to work at that particular school/college;
- your approaches to topics such as classroom management, behaviour management; planning, teaching and assessment; parental involvement; special educational needs and addressing diverse needs.

### After the Interview

If you are successful, you will be offered the post verbally and then in writing. Remember that accepting a job and then changing your mind is not professional so be sure of your answer before you give it either verbally or in writing.

If you are unsuccessful it can be very useful to ask for an interview debrief. This usually involves arranging for a member of the panel to talk to you on the phone, to give you feedback on your performance at interview and perhaps some advice on how you could improve your performance in future.

## 8.2 Finding a Temporary Teaching Post via Supply Agencies

When schools have temporary teaching vacancies, they sometimes turn to supply agencies to find suitable candidates. Supply agencies keep lists of people who are looking for temporary work in schools (either covering teachers' absences due to illness for a few days or covering longer-term absences such as maternity leave for one or two terms). Candidates looking for work contact the supply agencies directly. They are interviewed, have their qualifications checked and undergo a CRB check [see page 7].

For primary vacancies a candidate would need to already have QTS. However, for some secondary vacancies, particularly in shortage subjects such as mathematics and physics, schools are sometimes willing to consider candidates who do not have QTS but who have studied their subject to degree level. If appointed, the candidate would be paid as an unqualified teacher. However, they would then be able to make an application to the Overseas Trained Teacher Programme [see page 14].

## 8.3 Finding Volunteer Work

It is possible to gain valuable experience working with children and young people outside of the state education system. Section 3.9 (page 6) identified some ideas. In addition, there are volunteer organisations such as 'Scouts', 'Brownies', sports clubs, youth clubs and mentoring schemes. These all offer opportunities for refugees (and asylum-seekers) to get involved. Information about these organisations can be found in local libraries, leisure centres and schools as well as on the internet. You will have to undergo a CRB check and may be interviewed before you can start. The advice on preparing for interview above may also be useful.

# 9

## Getting Good Advice and Support

There are a number of sources of good advice, at national, local and specialised levels, for those interested in working in teaching or support roles in education.

### 9.1 National Level

A main source of information is the Training and Development Agency for Schools (TDA). There is a comprehensive website and dedicated phone line to answer queries about careers in teaching. The TDA can answer most questions, including queries on available routes, local ITT providers (including EBRITTPs) and entry qualifications (including GCSE equivalence). The contact details are:

Website: <http://www.tda.gov.uk/>  
Teaching Information Line: 0845 6000 991  
Minicom: 01245 454 343  
(for the hearing impaired)

#### tip

The TDA website can be difficult to find your way around. If you are having difficulty finding the relevant information you need, try phoning the Teacher Information Line instead for individualised information which can be sent by post.

### 9.2 Local Level

At local level, good sources of information include:

- Local libraries
- Local colleges of further education
- Local ITT providers – universities, colleges of higher education; employment-based routes initial teacher training providers (EBRITTPs)
- Local careers services
- Local Authorities

These local sources can provide general information and, often, individualised advice. They are particularly useful in helping to locate local English language courses, GCSE and Access courses, teaching ‘taster’ courses and local volunteering opportunities. See the folder at the back of this guide for more local information.

### 9.3 Specialist Projects

Specialist advice for refugee teachers is extremely helpful in providing accurate information and support. Some projects can even help with approaching agencies such as NARIC (helping the candidate to avoid having to pay a fee for the service). Availability varies across the country. For a list see Appendix 3.

# Case Study

## Case Study Three

**Arta** completed a degree in her home country of Kosovo. She was in her first year as a Literature teacher when she was forced to leave in 1999 and move to the UK. After the birth of her daughter, **Arta** started to study for an NVQ in Business Administration at her local college as she wanted to improve her English and obtain a UK qualification. **Arta** was keen to return to teaching though and heard about the UCEP course (Routes into Employment in Schools for Refugees – run by RAGU at the London Metropolitan University) from a friend. They both joined the course in 2002.

For her placement **Arta** spent a week in a secondary school before deciding that primary level was more suitable for her. A local primary school was found and after a very successful placement **Arta** was encouraged to apply for a paid position at the school. She was successfully appointed as a Teaching Assistant and now works with children at Key Stage 1. **Arta** has recently started the Registered Teacher Programme and is working towards gaining Qualified Teacher Status.

## Appendices



## Appendix 1: List of Acronyms

<b>B.Ed</b>	Batchelor of Education Degree	<b>NARIC</b>	National Recognition Information Centre
<b>BTEC</b>	Business and Technology Education Council	<b>NC</b>	National Curriculum
<b>CACHE</b>	Certificate in Childcare and Education	<b>NNEB</b>	Nursery Nurse Examination Board
<b>CGFS</b>	Curriculum Guidance for the Foundation Stage	<b>NQT</b>	Newly Qualified Teacher
<b>CRB</b>	Criminal Records Bureau	<b>OTTP</b>	Overseas Trained Teacher Programme
<b>EAL</b>	English as an Additional Language	<b>PCET</b>	Post Compulsory Education and Training
<b>EBRITTP</b>	Employment Based Routes Initial Teacher Training Provider	<b>PG</b>	Postgraduate
<b>EMAG</b>	Ethnic Minority Achievement Standards Fund Grant	<b>PGCE</b>	Post Graduate Certificate in Education or Professional Graduate Certificate in Education
<b>FE</b>	Further Education	<b>PRU</b>	Pupil Referral Unit
<b>FS</b>	Foundation Stage	<b>QTS</b>	Qualified Teacher Status
<b>GCE</b>	General Certificate of Education	<b>RTP</b>	Registered Teacher Programme
<b>GCSE</b>	General Certificate of Secondary Education	<b>SEN</b>	Special Educational Needs
<b>GNVQ</b>	General National Vocational Qualification	<b>TA</b>	Teaching Assistant
<b>GTCE</b>	General Teaching Council for England	<b>TDA</b>	Training and Development Agency for Schools
<b>GTCS</b>	General Teaching Council for Scotland	<b>UCAS</b>	Universities and Colleges Admissions Service
<b>GTCW</b>	General Teaching Council for Wales	<b>UG</b>	Undergraduate
<b>GTP</b>	Graduate Teacher Programme		
<b>GTTR</b>	Graduate Teacher Training Registry		
<b>HE</b>	Higher Education		
<b>HLTA</b>	Higher Level Teaching Assistant		
<b>ITT</b>	Initial Teacher Training		
<b>KS</b>	Key Stage		

## Appendix 2: Key Contact Details

### **Criminal Records Bureau (CRB)**

CRB Customer Services  
PO Box 110  
Liverpool  
L69 3EF  
General Enquiries: 0870 90 90 811  
[www.crb.gov.uk](http://www.crb.gov.uk)

### **Graduate Teacher Training Registry (GTTR)**

GTTR  
Rosehill  
New Barn Lane  
Cheltenham  
Gloucestershire  
GL52 3LZ  
Customer Service Unit: 0870 1122205  
[www.gttr.ac.uk](http://www.gttr.ac.uk)

### **National Recognition Information Centre (NARIC)**

Qualifications and Skills Division  
UK NARIC  
Oriel House  
Oriel Road  
Cheltenham  
Glos GL50 1XP

Tel: 0870 990 4088  
Fax: 0870 990 1560  
Email: [info@naric.org.uk](mailto:info@naric.org.uk)  
[www.naric.org.uk](http://www.naric.org.uk)

### **Training and Development Agency for Schools (TDA)**

The Training and Development Agency for Schools  
151 Buckingham Palace Road  
London  
SW1W 9SZ  
Tel: 020 7023 8001  
[www.tda.gov.uk](http://www.tda.gov.uk)

### **Universities and Colleges Admissions Service (UCAS)**

Rosehill  
New Barn Lane  
Cheltenham  
Gloucestershire  
GL52 3LZ  
UK  
Tel: 0870 1122211  
Email: [enquiries@ucas.ac.uk](mailto:enquiries@ucas.ac.uk)  
[www.ucas.com](http://www.ucas.com)

### **General Teaching Council for Scotland**

GTC Scotland  
Clerwood House  
96 Clermiston Road  
Edinburgh  
EH12 6UT  
Tel: 0131 314 6000  
Email: [gtcs@gtcs.org.uk](mailto:gtcs@gtcs.org.uk)  
[www.gtcs.org.uk](http://www.gtcs.org.uk)

## Appendix 3: Specialist Projects - March 2007

REGION	PROJECT NAME	PARTNERS	PROGRAMME
<p><b>National</b></p>	<p><b>Refugees into Teaching (RiT)</b>                      Registration and General Advice:                      Referral and Admin Officer  <a href="mailto:rit@refugeecouncil.org.uk">rit@refugeecouncil.org.uk</a>                      020 7346 1166                      Other project queries:                      Project Manager  <a href="mailto:Fiona.prendergast@refugeecouncil.org.uk">Fiona.prendergast@refugeecouncil.org.uk</a>  <a href="http://www.refugeesintoteaching.org.uk">www.refugeesintoteaching.org.uk</a></p>	<p>Refugee Council                      West London                      Partnership                      Newman College                      UK NARIC</p>	<ul style="list-style-type: none"> <li>• TDA funded project, aimed at getting teachers to QTS through employment-based routes, or other suitable training.</li> <li>• Has set up a national Refugee Teachers Database that aims to map distribution of refugee teachers throughout England and Wales. Over 100 teachers have registered since the database was established in June 2006.</li> <li>• Teachers who register are referred to suitable local services, or to RiT partners in London and Birmingham.</li> <li>• RiT has a website, with an online registration facility.</li> </ul>
<p><b>London-wide</b></p>	<p><b>Routes into Employment in Schools for Refugees</b>  <a href="mailto:ragu@londonmet.ac.uk">ragu@londonmet.ac.uk</a>                      020 7133 2110  <a href="http://www.londonmet.ac.uk/ragu">www.londonmet.ac.uk/ragu</a></p>	<p>RAGU, London                      Metropolitan                      Department of                      Education, Islington                      schools</p>	<ul style="list-style-type: none"> <li>• RAGU has considerable experience in preparing refugee teachers for work in schools, particularly in support roles.</li> <li>• Since 2002 RAGU has run annual 6-month courses that offer university accreditation and include a 16 day school placement. Graduates are working as bilingual support workers, classroom assistants and three have gained QTS through the PGCE route. The course will not run in 2006/7 but RAGU are developing ideas for an extended programme in 2007/8.</li> <li>• From October 2006 - February 2007 RAGU offered a new programme for refugee teachers working in supplementary schools to familiarise them with UK education system. This included 8 week placement in schools 3 days a week.</li> </ul>
<p><b>London West</b></p>	<p><b>Refugees into Jobs (RiJ)</b>  <a href="mailto:fahira.mulamehic@brent.gov.uk">fahira.mulamehic@brent.gov.uk</a>                      020 8908 4433</p>	<p>Refugees into Jobs,                      Local Authorities                      &amp; schools in Brent,                      Ealing, Hammersmith                      and Fulham,                      Hillingdon, Hounslow,                      and Harrow</p>	<ul style="list-style-type: none"> <li>• RiJ has run familiarisation programmes for refugee teachers through 'Access to Teaching'.</li> <li>• RiJ has run two 6 month courses including 1 day tutored session and 3 days a week placement in schools.</li> <li>• RiJ currently offers information, advice and guidance on routes into teaching, job search skills, referrals to language and financial support, and a job club.</li> <li>• Another 6 month course planned for 2007/08.</li> </ul>
<p><b>London-wide</b></p>	<p><b>Gateway to Teaching</b>                      0207 739 1144  <a href="http://www.empowering-learning.co.uk">www.empowering-learning.co.uk</a></p>	<p>Empowering Learning                      Ltd</p>	<ul style="list-style-type: none"> <li>• Gateway to Teaching offers training in QTS standards, providing work placements and then paid work in education.</li> <li>• This is given in a 15 week evening programme. The training and placement is free to the trainee.</li> <li>• 537 Overseas Trained Teachers have been through programme since 2001, and 14% of these are refugees.</li> <li>• Opportunities also available for paid positions to teach mother tongue to parents and children in after school classes.</li> </ul>

## Appendix 3: Specialist Projects - March 2007 (2)

REGION	PROJECT NAME	PARTNERS	PROGRAMME
London North	<b>ESOL for Overseas Trained Teachers</b> gamma.baker@barnet.ac.uk 020 8266 4269	Barnet College, Barnet LA	<ul style="list-style-type: none"> <li>Offers a course of academic and general ESOL (English for Speakers of Other Languages), including modules on education in Britain to OTT.</li> <li>Aims to organise work placements in partnership with local schools, Barnet LA and external teaching agencies.</li> <li>The team also offers advice and guidance on validation of qualifications, in connection with NARIC, and provides academic and personal references.</li> <li>Programme is for 1 full year, 13 hours a week. 46 have been through the programme to date of whom 90% are refugees. 16 are on the current course.</li> </ul>
London-wide	<b>Refugee Teachers Training Project</b> info@empowerteachers.co.uk 020 8534 2586 www.empowerteachers.co.uk	Empower Teachers and partners including Learning Trust, Newham Education, & Refugees into Jobs	<ul style="list-style-type: none"> <li>Local Development Agency funded project, focusing on overseas qualified teachers and providing a framework of support with training on the British education system.</li> <li>Interview skills guidance and CV writing is given to all candidates, as well as placement into voluntary and then full time employment in the education sector once the candidate is ready.</li> <li>Project has a good working relationship with schools and colleges, so that the recruitment team is kept informed about any new vacancies in schools, colleges and training organisations.</li> <li>Candidates also placed to support mother tongue teaching in schools.</li> </ul>
London-wide	<b>Passport to Teaching Plus</b> theodros@reconnectonline.org.uk 0207 471 5564 j.hoy@bbk.ac.uk 0207 631 6672	Reconnect Faculty of Continuing Education, Birkbeck, University of London	<ul style="list-style-type: none"> <li>Offers postgraduate certificate in teaching in life-long learning; further, adult and community education. Programme aims to prepare graduate refugee teachers for employment in post compulsory education, mostly further education.</li> <li>Started January 2006 with 17 graduate refugees. Students have one to two years to complete. 2 days a week course 1 day at Birkbeck and 1 on placement in an FE college.</li> <li>Funded by Home Office Refugee Integration Challenge Fund for initial year. 2 students have already found employment.</li> </ul>
London-wide	<b>Refugees into Teaching (RiT)</b> London Referral: rit@refugeecouncil.org.uk 020 7346 1166	Refugee Council West London Partnership (WLP) UK NARIC	<ul style="list-style-type: none"> <li>Based at the West London Partnership, the project gives specialist advice and guidance for teachers in London, including one to one sessions, familiarisation courses on the UK education system and help and support onto ITT or other suitable training.</li> <li>UK NARIC provides free assessments of overseas qualifications.</li> </ul>
West Midlands	<b>Refugees into Work</b> Adult Education Service, Coventry Contact: Teresa Carroll tcarroll@esol.org.uk 024 7652 0321 07810 503 798 (mobile)	Minority Group Support Services and Services for Schools, Coventry City Council; Coventry Warwickshire Guidance and Newman College Birmingham	<ul style="list-style-type: none"> <li>Runs 10 week familiarisation courses for refugee and migrant teachers and a placement in a Coventry school.</li> <li>Of 19 teachers on first course some have gone into support roles in schools. Second programme for 12 teachers began January 2007.</li> <li>NVQ Level 2 Teaching Assistant course is offered to asylum seekers/refugees/new migrants (funded by the Neighbourhood Renewal Fund).</li> <li>All learners have opportunity to take part in new communities' skills audit, receive regular information about other initiatives and have qualifications assessed by NARIC free of charge.</li> </ul>

## Appendix 3: Specialist Projects - March 2007 (3)

REGION	PROJECT NAME	PARTNERS	PROGRAMME
<p><b>West Midlands</b></p>	<p><b>Refugees into Teaching (RiT)</b>                      GRTP Project Leader                      Newman College of Higher Education                      l.daley@newman.ac.uk                      0121 476 1181 ext 2444</p>	<p>Refugee Council                      Newman College                      UK NARIC</p>	<ul style="list-style-type: none"> <li>Based in Birmingham, the project gives specialist advice and guidance for those in the West Midlands.</li> <li>Runs familiarisation courses for suitably qualified candidates, including specialist ESOL training, as well as advice and support onto employment-based routes through Newman College.</li> <li>UK NARIC provides free assessments of overseas qualifications for those registered.</li> </ul>
<p><b>Leeds</b></p>	<p><b>Education Leeds</b>                      Julie.noble@educationleeds.co.uk                      0113 247 5795</p>	<p>RETAS Leeds</p>	<ul style="list-style-type: none"> <li>Education Leeds is a 'not for profit' company, wholly owned by Leeds City Council.</li> <li>Education Leeds works in partnership with Refugee Education Training Advisory Service (Leeds) to address the under representation of black and ethnic minority teachers in Leeds schools and promote workforces which reflect diverse school communities.</li> <li>The project aims to harness the talents of refugee teachers by equipping them with the skills, qualifications and work experience to access employment in Leeds schools.</li> <li>Currently providing tailored support to 30 clients.</li> </ul>
<p><b>Sheffield</b></p>	<p><b>Refugee New Arrivals Project</b>                      admin@new-arrivals.org.uk                      0114 241 2785</p>	<p>Sheffield City Council                      Teacher Recruitment Team and Ethnic Minority Achievement Service (EMAS);                      Sheffield Hallam University</p>	<ul style="list-style-type: none"> <li>Runs Refugee Teachers' Support Group which meets monthly with input and activities on relevant educational topics prepared by experienced teachers.</li> <li>The project sets up volunteer work placements (usually 1 day per week) in Sheffield schools.</li> <li>It maintains a small resource collection for refugee teachers to loan out materials.</li> <li>It also maintains South Yorkshire Refugee Teachers' Register.</li> </ul>
<p><b>Scotland</b></p>	<p><b>Refugees into Teaching in Scotland (RiTES)</b>                      stewart.f.simpson@strath.ac.uk                      0141 950 3673                      www.strath.ac.uk/cps/rites</p>	<p>Universities of Strathclyde, Glasgow, Paisley and Edinburgh, Anniesland College, GTC – Scotland, Bridges Project, West Forum, Scottish Refugee Council, and Glasgow City Council</p>	<ul style="list-style-type: none"> <li>This project was established in 2005 to support refugees and asylum seekers with teaching qualifications living in Scotland.</li> <li>RiTES assists teachers, where appropriate, through the registration process with the General Teaching Council for Scotland and into employment.</li> <li>It has over 130 teachers on its database; 15 of these teachers are now registered and a number are now employed. 6 teachers are on teacher training courses and 3 have been accepted for courses starting in autumn 2007.</li> <li>Initial funding was from the European Refugee Fund, now supported by the Scottish Executive.</li> </ul>

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This Guide forms part of a wider initiative to develop a clearer pathway to employment for refugees arriving in the UK with teaching backgrounds. In 2005 the Department for Work and Pensions published its strategy for refugee employment. The strategy encourages professional bodies to produce detailed guides to assist the integration of refugee health professionals. In 2006, the Refugee Teachers Task Force launched its report recommending the steps which need to be taken.

Please send your comments to: [s.hayward@employabilityforum.co.uk](mailto:s.hayward@employabilityforum.co.uk)

The Guide is being made available on relevant websites. For further printed copies of the Guide, contact: Employability Forum, 2/ Downstream Building, 1 London Bridge, London SE1 9BG, Tel. 0207 785 6270

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