



Department
for Education

EDUCATION & TRAINING
FOUNDATION

Taking Teaching Further

Round 5 (Route 1)

Programme Guidance

April 2022

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Summary

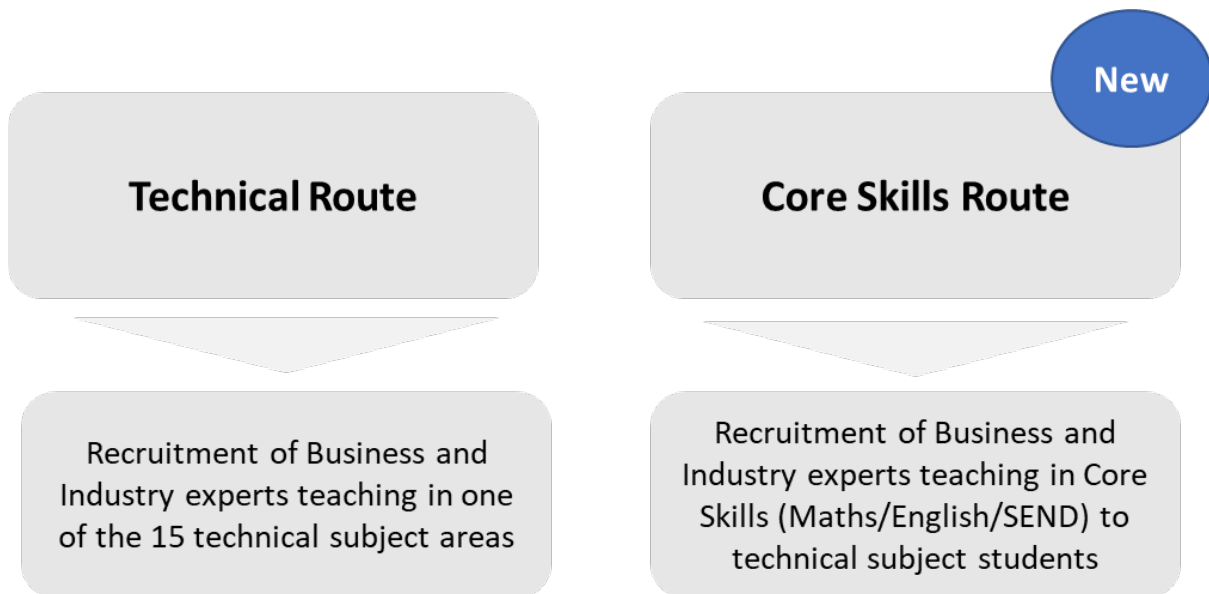
For round 5 of the Taking Teaching Further programme there are some new options to support the recruitment of experienced business and industry professionals to enter Further Education (FE) teaching. It is therefore important to read the guidance in full.

1. This guidance is for all Further Education (FE), Sixth Form Colleges and Specialist Designated Institutions (SDIs) that wish to participate in the fifth round of Taking Teaching Further (TTF), which will commence from April 2022. The programme aims to support FE providers to recruit and retain business and industry professionals into FE teaching roles.
2. **New** - There are now two funding options available per recruit, depending on whether the recruit is full-time (1 FTE) or part-time (0.5–0.9 FTE). It is at the college's discretion whether they offer the full or part-time funding option to any recruit who is not on a 1 FTE contract.
 - Full-time funding will cover:
 - Level 5 Diploma in Education and Training (DET) (or equivalent/ higher) teaching qualification
 - 144 hours of intensive support
 - 140 hours of a reduced teaching workload
 - *Optional* Level 3 Award in Education and Training (AET) qualification before the Level 5 DET if a college deems that to be suitable for their new recruit. For this AET option, 132 hours would be allocated to the reduced teaching workload
 - Part-time funding will cover:
 - Level 5 DET (or equivalent/higher) teacher qualification
 - 72 hours of intensive support
 - 70 hours of reduced teaching workload (following the period of intensive support)
 - *Optional* Level 3 Award in Education and Training (AET) qualification before the Level 5 DET if a college deems that to be suitable for their new recruit. For this AET option, 66 hours would be allocated to the reduced teaching workload
3. **New** – For round 5, TTF has been expanded beyond the 15 technical routes to include a 'core skills' element, which aims to support the recruitment of business and industry experts to teach English and maths, to Technical subject students, or support learners with SEND into employment in one or more of the 15 technical areas.

The core skill recruit does not need to be from within a business or industry which is covered by the 15 technical routes. Instead, recruits should be:

- from an industry/workplace that involves the regular use of literacy or numeracy to a high-standard, or
- from an industry/workplace where the recruit has a high-level understanding and regular exposure to SEND*

*It will be up to the college to determine what constitutes relevant experience/workplace, but for core skill recruits it could be a lawyer, office worker/manager, accountant, budget manager, credit controller, TA for children with special needs, social worker, or nursery worker.



Recruitment to both Strands will close on 15th December 2022

Policy context and background

4. To meet the challenges of the government's Industrial Strategy¹, a world-class skills system is vitally important. Technology and globalisation are transforming society and the workplace; the pace of change demands that skills provision must be responsive and relevant, while ensuring teaching and learning is of a consistently high quality.
5. The reform of the skills system, documented in The Skills for Jobs White Paper², places employers at the heart of change. They must define the skills, knowledge and behaviours required for individuals to be recognised as occupationally competent and ready for skilled employment. However, beyond this, students need opportunities to learn, understand and experience how their skills will be used in practice, gaining an understanding of the contemporary workplace and how to operate effectively within it.
6. Business and industry professionals are well placed to develop this understanding because they will both know and understand the latest skills, techniques, approaches, and equipment that set the standards within their respective sectors.
7. Given the wider economic importance of FE in raising skills levels and providing opportunities for young people and adults – particularly through the successful delivery of T Levels and apprenticeships – there must be enough highly-skilled teachers in place to deliver high-quality, work-relevant skills training. Teacher recruitment and training of business and industry professionals is therefore already a priority, made even more urgent by current shortages of technical teaching staff in key sector areas.
8. Teachers are also required for the core skills that underpin good technical education and to support the complex needs of many FE learners. – English, maths and SEND. The requirement for students enrolled on a 16-19 study programme to continue to study English and maths until they secure a GCSE grade 4 (C) or above, and the additional duties placed on colleges to support those with complex needs in the SEND Code of Practice has led to an increased need to recruit English, maths and SEND teachers.
9. As part of its support for FE teaching, the government launched Taking Teaching Further in 2018 to support FE providers to recruit high-calibre, experienced business and industry professionals to retrain as FE teachers. The programme has already run for four rounds between 2018 and 2022.

¹ <https://www.gov.uk/government/publications/industrial-strategy-building-a-britain-fit-for-the-future>

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/95

10. The programme will run for a fifth round from April 2022, supporting FE providers to recruit and retain people with business and industry experience to FE teaching roles across any of the 15 technical teaching routes.
11. From April 2022, the scope of TTF has been expanded to include core skills (English, maths and SEND). This change allows FE providers to recruit and retain people with business and industry experience to teach English and maths resits (or functional skills) to ensure students secure a GCSE grade 4 (C) or above. The inclusion of SEND will also help colleges provide additional support for learners with complex needs, as required by the SEND Code of Practice.
12. The guidance document sets out:
 - the context and ambitions of the programme
 - the process for participating in the programme
 - the criteria for the programme

Overview of Taking Teaching Further

Who is Route 1 for?

13. Taking Teaching Further is for all FE providers and there are different ways to access the programme depending on provider type. Route 1 of the programme is for all FE Colleges, Sixth Form Colleges, and Specialist Designated Institutions in England (all referred to as colleges in this document).

Programme aims

14. The programme's long-term aims are to:
- raise the profile and prestige of skilled FE teaching, particularly among business and industry professionals;
 - increase the overall number of skilled technical teaching roles by helping providers to support experienced business and industry professionals with the training that they require to become FE teachers;
 - support the sector to embed high quality English and maths teaching into technical and vocational programmes by incentivising recruitment of specialist teachers in those areas; and
 - support the sector to recruit specialist SEND teachers to acknowledge the significant diversity of the FE learner population.
15. Taking Teaching Further helps to bring in experienced business and industry professionals, who can bring industry relevant knowledge to their teaching and institutions by funding the costs of training and reduced classroom time in the first year of teaching and providing advice and guidance to providers to support their participation in the programme. These recruits have the potential to improve outcomes for learners through their experience of working in a contemporary workplace and their understanding of the latest skills, techniques, approaches, and equipment that set the standards within their respective sectors.
16. For business and industry professionals, it is an opportunity to undertake a new challenge – supported by high-quality training – to make a career change and become a successful FE teacher, enabling the next generation to benefit from their knowledge, technical expertise, skills, and experience.
17. The business and industry professionals can be recruited to teach either the technical subjects based on any of the 15 technical teaching routes, or in core skills (English, maths or SEND). Taking Teaching Further is not limited to those providers delivering T Levels; its aim is to support teaching in all these technical subject areas and those core skills that underpin good technical education.

18. Taking Teaching Further builds upon examples of excellence already in the FE sector, specifically enabling business and industry professionals to take up FE teaching opportunities. We review what works in each round and will continue to use what we learn in this round to inform our future policy thinking.
19. Taking Teaching Further involves providers trialling new approaches where helpful, applying learning, perhaps from other sectors, and finding new, improved ways in which to recruit and retain business and industry experts into FE teaching.

Programme timescales

20. Round 5 will run from April 2022 to July 2024, with most of the funding for each confirmed recruit being paid to colleges in either August 2022 or January 2023. The remaining £2,000 will be paid in January 2024, subject to the recruit still being in their teaching position in September 2023 and enrolling onto the 2nd year of the Diploma in Education and Training (DET).
21. All colleges will be contacted when round 5 launches and will be asked to respond with an “intent to participate”.
22. Each college will be able to register at least three places for technical education recruits and will be asked to state how many places they would like.
23. Each college will also be able to express their interest for up to three places for core skills (English, maths and SEND) recruits. Please note, there are a limited number of places for these subjects that will be filled on a first-come, first-served basis.
24. Where a college wants more places, additional places may be made available, depending on overall take up.

Participation Criteria

25. Whilst participation criteria for the programme are set, some special consideration may be offered to colleges where there are extenuating circumstances. These special considerations will be made on a case-by-case basis dependant on the individual circumstances that a college may have, as well as the precedent given to similar circumstances of other colleges. Participation criteria are set out on page 15.

Taking Teaching Further Route 1: Financial support for Initial Teacher Education (ITE)

26. We know there are a range of barriers for business and industry professionals seeking to enter the FE teaching profession. The financial support available to colleges directly addresses the cost of undertaking ITE and helps to create capacity for new recruits to learn and receive training and support on the job.

27. The **full-time option** will provide funding of £18,200 per recruit to cover:

- The full cost of undertaking a teaching qualification (a Level 5 Diploma in Education and Training (DET) or an equivalent/higher level qualification) funded up to a maximum of £4,000 per trainee.
- Costs of additional teacher time providing intensive support to new teachers (for example through team teaching/work shadowing arrangements) for up to 144 hours.
- Costs to cover new teachers having a reduced teaching workload until the end of March 2023, up to 140 hours (following the period of intensive support).
- Optional costs of a new recruit taking a Level 3 Award in Education and Training (AET) qualification before the Level 5 DET if a college deems that to be suitable for their new recruit(s). For this AET option 132 hours would be allocated to the reduced teaching workload.

28. The tables below set out in more detail the breakdown of the £18,200 funding available, with the two funding models available. Please note – because a Level 5 DET qualification takes two years to complete, the unit cost is split £16,200 in year 1 and £2,000 in year 2.

Full-time Level 5 only option	Year 1 (to end March 2023)	Year 2 (to end March 2024)
Level 5 enrolment	£2,000	£2,000
Shadowing/mentoring	£7,200	
Reduced timetable	£7,000	
Total	£16,200	£2,000
Grand total		£18,200

Full-time Level 5 & 3 option	Year 1 (to end March 2023)	Year 2 (to end March 2024)
Level 5 enrolment	£2,000	£2,000
Shadowing/mentoring	£7,200	

Reduced timetable	£6,600	
Level 3 enrolment	£400	
Total	£16,200	£2,000

Grand total		£18,200
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29. The **part-time option** will provide funding of £11,100 per recruit to cover:

- The full cost of undertaking a teaching qualification (a Level 5 Diploma in Education and Training (DET) or an equivalent/higher level qualification) funded, up to a maximum of £4,000 per trainee.
- Costs of additional teacher time providing intensive support to new teachers (for example through team teaching/work shadowing arrangements) for up to 72 hours.
- Costs to cover new teachers having a reduced teaching workload until the end of March 2023, up to 70 hours (following the period of intensive support).
- *Optional* costs of a new recruit taking a Level 3 Award in Education and Training (AET) qualification before the Level 5 DET if a provider deems that to be suitable for their new recruit(s). For this AET option 66 hours would be allocated to the reduced teaching workload.

30. The tables below set out in more detail the composition and expected spend profile behind the £11,100 unit cost for each of the two options. Please note – because a DET qualification takes two years to complete, the unit cost is split £9,100 in year 1 and £2,000 in year 2.

Part-time Level 5 only option	Year 1 (to end March 2023)	Year 2 (to end March 2024)
Level 5 enrolment	£2,000	£2,000
Shadowing/mentoring	£3,600	
Reduced timetable	£3,500	
Total	£9,100	£2,000

Grand total		£11,100
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Part-time Level 5 & 3 option	Year 1 (to end March 2023)	Year 2 (to end March 2024)
Level 5 enrolment	£2,000	£2,000
Shadowing/mentoring	£3,600	
Reduced timetable	£3,100	
Level 3 enrolment	£400	
Total	£9,100	£2,000

Grand total

£11,100

31. It is not a condition of this programme that ITE should be delivered to any specific model, beyond the minimum requirements that the qualification should be a level 5 or higher, as well as the delivery being classroom based or blended learning, not solely online*.
32. Participating colleges will be required to sign a grant letter(s). This will set out the specific grant conditions, monitoring arrangements and payment details. Colleges will not be awarded the funding until they have signed and returned their grant letter to the ETF and can evidence required activities have commenced. For round 5 it will be necessary for colleges to have different grant letters for technical recruits and core skill recruits.
33. Grant payments relating to round 5 recruits will be released in August 22 and January 23, dependent on recruit start dates, and at no other times in year 1 of the programme.
34. If a recruit should leave the Taking Teaching programme prior to completing all the activities, then the college may need to return any unused funds. Details on how this should take place will be shared in the welcome materials and the inception webinars.

* Flexibility around the delivery of the teaching qualification may be available due to Covid-19. Colleges should contact ETF when solely online is anticipated to be necessary.

How to participate

General Process for technical education recruits

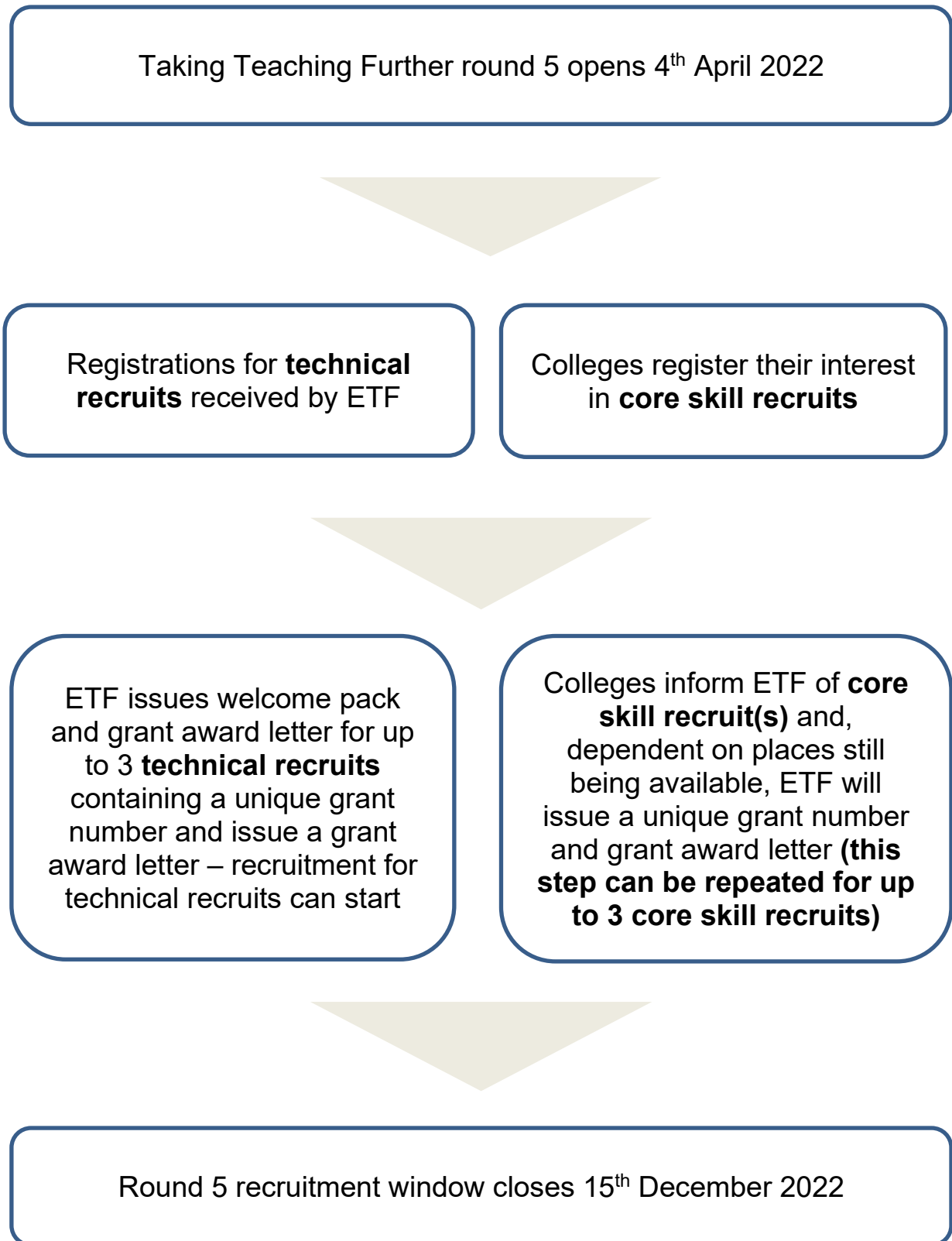
35. When round 5 launches, all colleges will be contacted and advised that they can drawdown three places for the technical education teaching roles. They will be asked to respond by filling in an online form:
etf.foundation.co.uk/takingteachingfurther
36. Once colleges have expressed their intent to participate in the programme, they will receive a grant letter for funding, along with an induction welcome pack with further information about the programme.
37. Colleges are expected to attend an inception webinar regardless of whether they have participated in previous rounds of Taking Teaching Further as changes have been made to programme requirements. If unable to attend live, acknowledgment of viewing a recorded version must be shared with the Taking Teaching Further team.
38. Colleges will need to read through the grant letter and return it signed, back to the ETF within 10 working days to be able to access the funding.
39. Colleges will be able to inform ETF about recruits until 15 December 2022, when recruitment for round 5 will close.

General Process for core skill recruits

40. As well as having access to funding for technical education recruits, colleges will be able to express an interest for core skill (English, maths and SEND) recruits, by filling in an online form at: etf.foundation.co.uk/takingteachingfurther
41. Colleges will be informed once their expression of interest has been received and processed. This *does not* guarantee funding, only that colleges are eligible to receive funding for core skills requirement while places are still available.
42. Colleges will then be able to inform ETF about core skill recruits who are eligible for TTF funding, for which they will receive a grant letter for funding. **This step can be repeated up to a maximum of three times.** Each recruit will require a separate grant letter
43. Colleges will need to read through the grant letter and return it signed, back to the ETF within 10 working days to be able to access the funding.
44. Colleges will be able to inform ETF about recruits until 15 December 2022, when recruitment for round 5 will close. However, as places will be filled on a first-come,

first-served basis for core skills recruits, colleges are advised to inform ETF about the recruit(s) at the earliest opportunity to ensure they have the best chance of receiving funding. ETF will update their website and inform colleges and providers who have expressed an interest once all places are filled.

Participation timeline



Participation criteria

Participating colleges must meet the criteria outlined below.

Criteria

Whilst the criteria are set out below, **special consideration may be given on a case-by-case basis, where some of the criteria cannot be met due to current or future extenuating circumstances**. These considerations must be raised with the Taking Teaching Further team at the Education and Training Foundation.

The individuals recruited to teaching posts must:

- Be a business and industry professional – defined as an individual who has worked for a minimum of two years in their area of vocation and is, at the time of applying to become an FE teacher, still working in that same industry, or has been within the past 18 months;
- Be from within an industry which is covered by the 15 technical routes*** aligned to the T Level routes **or** be from a workplace that involves the regular use of literacy or numeracy to a high-standard **or** be from an industry where the recruit has a high-level understanding and regular exposure to SEND* (Taking Teaching Further is not limited to those colleges delivering T Levels, its aim is to support these technical areas across all colleges);
- Although there is no minimum qualification requirement for recruits, we would expect them to have, or be working towards, a level 2 in English and mathematics.
- Although there is no minimum qualification requirement for *technical* recruits, we would expect them to hold a relevant Level 3 qualification in the subject they are teaching. However, if they don't, then you can use your discretion when considering the trainee's skills, knowledge, and experience – including relevant professional experience – to determine whether their subject knowledge is sufficiently robust to allow them to teach in their chosen subject;
- Not yet hold a substantive teaching qualification, i.e., a Level 5 Teaching Qualification (DET) or equivalent/higher level teaching qualification;
- Not already be working in a training/assessing/teaching post within the organisation applying for the grants;
- Not have worked in a previous organisation in a predominantly training/assessing/teaching post. The individual may have worked in a previous role which included some level of training/assessing/teaching;

- Be of suitable quality/calibre as determined by the provider's own recruitment process.

Where a college wishes to recruit someone who does not quite meet all these criteria, they should contact the ETF who will consider exceptions on a case-by-case basis.

The college must:

- Confirm that the post being recruited to is for a permanent, full-time position or part-time at or over a 0.5 FTE contract;
- Confirm that the recruit will be undertaking a minimum of a Level 5 Diploma in Education and Training (or equivalent/higher level teaching qualification) as well as the delivery being classroom based or blended learning, not solely online**;
- Confirm that all recruits will have started their Level 5 qualification by October 2022, or have registered to start the qualification in January 2023, and have planned for this to be completed by July 2024;
- Confirm that the recruits will be teaching technical subjects that align with the 15 technical teaching routes **or** the core skills that underpin good technical education **or** that supports learners with complex needs (Taking Teaching Further is not limited to those colleges delivering T Levels, its aim is to support these Technical areas across all colleges.);
- Confirm that the programme of support for the new recruits includes the provision of intensive support for the new teacher and a reduced workload, potentially combined with the costs of a Level 3 AET until March 2023;
- Confirm that senior leaders are committed to supporting the programme through its delivery;
- Confirm they will rigorously select and support recruits to maximise the likelihood of retaining recruits;
- Confirm that their TTF lead will complete all reporting to ETF and understand that failure to do so may result in funding being withheld; and
- Collect evidence to show completion of each funded activity
- Capital costs are not in scope for this funding.
- The recruit should not contribute towards the funding of the qualification or have to contribute to all or some of the costs should they leave the

organisation

*It will be up to the college to determine what constitutes relevant experience/workplace, but for core skill recruits it *could* be a lawyer, office worker/manager, accountant, budget manager, credit controller, TA for children with special needs, social worker, or nursery worker.

** Flexibility around the delivery of the teaching qualification may be available due to Covid-19. Colleges should contact ETF when solely online is anticipated to be necessary.

*****Technical subject areas:**

Education and Childcare

Digital

Construction

Engineering and manufacturing

Health and Science

Legal, Finance and Accounting

Agriculture, Environmental and Animal Care

Business and Administration

Hair and Beauty

Creative and Design

Catering and Hospitality

Protective Services

Sales, Marketing and Procurement

Social Care

Transport and Logistics

Further information

45. If colleges have any queries, they are advised to consult the Frequently Asked Questions (FAQs) on the Taking Teaching Further webpage: etfoundation.co.uk/takingteachingfurther
46. If an answer is not provided on the FAQs document, providers should contact ETF via takingteachingfurther@etfoundation.co.uk. We will aim to respond to all queries within three working days. All questions and responses (where appropriate) may be published on the Taking Teaching Further web page, or in the FAQs document.

Management arrangements

Grant letter

47. All participating colleges will receive a grant letter for up to three technical education recruits within three weeks of their registration, along with a payment schedule,
48. For core skill recruits, participating colleges will receive a grant letter within three weeks of ETF confirming they have secured funding, along with a payment schedule.
49. Colleges must return their signed grant letter to ETF to be eligible to receive their funding.
50. In addition, colleges will need to complete an eligibility form and return to The ETF on successful recruitment, grant payments cannot be made without this form being completed.

Monitoring

51. There will be an evaluation process and colleges will be expected to co-operate fully with it, including any final reporting that may take place after the grant funding has ceased.
52. All colleges will need a named TTF lead who will liaise with the ETF and the department. All leads will need to collect and provide the ETF with agreed management information, which could include information such as recruit progress, evidence of activity being completed and quarterly reports. The management information to be collected will be set out in the Taking Teaching Further

programme welcome pack, shared once a college has registered to the programme. Where necessary a college may appoint 2 leads if the same lead cannot provide the required reporting for both Technical and Core Skills recruits.

53. The TTF lead will also be asked to provide:

- 1) Notification to ETF when each teacher has been recruited to the programme and confirm the individual meets all participation criteria
- 2) Confirmation of each recruit's enrolment for the teaching qualification – (optional) Level 3 AET and the Level 5 DET
- 3) Timesheets or similar for work shadowing, reduced timetables and other agreed support when completed
- 4) Provide quarterly data returns – failure to return may result in funding being withheld.

54. The TTF lead should be prepared to discuss progress on a quarterly basis with ETF Project Manager as well as on an ongoing basis if necessary.

55. The ETF and, on occasion, DfE may also send colleagues managing the programme and officials to visit the projects and observe their delivery.

56. The ETF may ask to see proof of each recruit's eligibility to participate in the programme.

Terms and conditions of funding

57. Before submitting an intent to participate, colleges should ensure they have read and understood the grant funding agreement terms and conditions. These can be found here: <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>.

58. To participate in the Taking Teaching Further programme colleges must agree to the grant funding agreement terms and conditions.

59. Any content produced will be covered by the Open Government Licence. This means that DfE will retain copyright and intellectual property rights (IPR), but the ETF could use/reuse the material without payment.

60. A note on funding restrictions: due to government efficiency controls there are restrictions on certain types of activity that can be financed with public funds. This includes marketing, the development of digital services and consultancy.

Data protection and cyber security

61. Protocols will be in place for programme data handling (electronic and physical) in accordance with the data protection legislation. All project leads (and anyone else within the project who is required to store and/or share data from the project) will need to ensure appropriate security and password protections are in place for all servers, computers/devices, documents and software being used to host or share data. Back-up copies should be made, and no project data should be shared with any organisation or participant outside of the programme, unless express permission has been given by those concerned (<http://www.et-foundation.co.uk/terms-of-usage/privacy-cookie-policy/>).

62. We will expect successful applicants to have all relevant cyber security software and internal monitoring checks in place. This will be reflected in the grant agreements signed with all project leads.

Equality, diversity, and inclusion

63. The ETF and DfE are committed to equality, diversity, and inclusion.

64. Our existing data indicates that teachers from Black, Asian and Minority Ethnic backgrounds are currently under-represented in FE and we would welcome colleges considering how to address this as part of their TTF recruitment. Funding will be awarded based on applicants meeting the eligibility criteria set out in this guidance.

65. It is important that all participants, and in particular, TTF leads, consider the varying needs of people with recognised protected characteristic groups in all aspects of project delivery

66. We expect each project to consider the equality, diversity, and inclusion implications. We will ask you to reflect this in all outputs and reports.