

# Bromley Schools' Collegiate

## *Primary Post Graduate Teaching Apprenticeship (Primary)*

### **Introduction**

Thank you for your interest in our Primary PGTA route. This has been developed to meet the needs of employers and apprentices, while retaining the core elements of our highly successful salaried teacher training programmes.

To comply with the Initial Teacher Training criteria, there are specific training elements which will mean that the apprentice will have to come in to our training centre in Bromley.

These training sessions will help to meet the 20% off the job training (OTJT) requirements of the apprenticeship framework.

### **Key dates**

The start of course      8<sup>th</sup> September

Induction week          8<sup>th</sup> September to 12<sup>th</sup> September

Central training Monday to Thursday lunchtime, then back in school

The Apprentice will also need to participate in the 4 Intensive Training and Practice (ITaP) weeks that are part of the ITT criteria and contribute to the OTJT requirements. These are delivered as a blended approach of taught sessions, self-study and developmental activities undertaken in the workplace.

### ITaP weeks and their foci

ITaP1 15<sup>th</sup> September    Scripting behaviour

ITaP2 17<sup>th</sup> November    Questioning

ITaP3 13<sup>th</sup> January      Modelling

ITaP4 2<sup>nd</sup> March          Using assessment to inform feedback

### Weekly routines

Each week the apprentice will be attending central training at our training centre in Bromley on a Friday. This is part of the OTJT requirements and so this should be factored in to their teaching timetables.

Each week the apprentice will need to have a weekly mentoring meeting of 1 hour throughout their core training programme between September and mid-May.

Each week the apprentice will also need to attend the weekly Senior Mentor Programme (SMP) which is a professional contextual seminar which helps the apprentice to contextualise their training.

## **Contrasting placement**

All ITT programmes require the trainee teacher to have a second school experience. These are organised in the Spring 1 half-term and BSC will arrange these and where possible, we will swap apprentices between participating schools, but there isn't a guarantee that a direct swap will be available.

## **Teaching hours and timetables for apprentices**

To comply with the ITT criteria, the apprentice must be in the classroom for 15 hours per week and for the Summer 2 half-term, when the central training and OTJT requirement is complete, this extends to 18 hours per week. At the start of the training year the balance between teaching, co-teaching and observing other teachers should be less on the solo teaching. As the term progresses, the balance of hours will move on to whole class teaching.

For example:

September	8 hours of teaching, 4 hours of co-teaching and 3 hours of observing
December	10 hours of teaching, 4 hours of co-teaching and 1 hour of observing
May	12 hours of teaching, 3 hours of co-teaching

## **Award of Qualified Teacher Status**

This will take place during the final assessment period which will be between the 1<sup>st</sup> and 27<sup>th</sup> June. The QTS exam board will take place on the 1<sup>st</sup> July. QTS notification to the DfE will occur in the next two weeks.

As part of the final assessment process, targets for the apprentice to work on in advance of the End Point Assessment will be co-constructed and the progress that the apprentice has made towards these will be discussed during the EPA process

## **End-Point Assessment (EPA)**

The completion of the apprenticeship framework culminates in the EPA and the earliest this can happen is 53 weeks after the start of the apprenticeship.

The earliest date for the EPA will therefore be week beginning 14<sup>th</sup> September 2026.

The EPA organisation which is external to BSC will be contracted in March 2026 and dates for the EPA process will be shared with employers and apprentices as soon as is practicable.

It consists of a half-day process with a joint lesson observation and a panel review of the professional development of the apprentice over the time of the framework and the progress they have made against the targets agreed with the award of QTS.

The EPA panel will agree and co-construct targets for the apprentice to then take into their Early Career Teacher phase.