

Help nurture the next generation of teachers



Low cost development

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Find out more

Find out more about the multiple routes to becoming a placement school today

Working with you to give teachers the best start



Shona Findlay
National Faculty Lead for ITE

The National Institute of Teaching (NlOT) is committed to the professional and personal development of the school workforce and to making a significant contribution to a self-improving school system. Our vision is of a school system that nurtures the talents of teachers and leaders at all stages of their careers, so they can provide children with the world-class education they deserve.

At the NlOT, we want to play our part in developing the next generation of teachers, managers and leaders in our own schools and throughout the school system. The National Institute is an accredited provider of Initial Teacher Education and an approved apprenticeship training provider.

Our NlOT Post Graduate Teaching Apprenticeship (PGTA) programme provides an industry leading pathway into teaching. This offers graduates already working in your school the opportunity to train to teach while remaining in your school, and for their training to be funded through the apprenticeship levy – a source which many schools haven't yet used to its full potential.

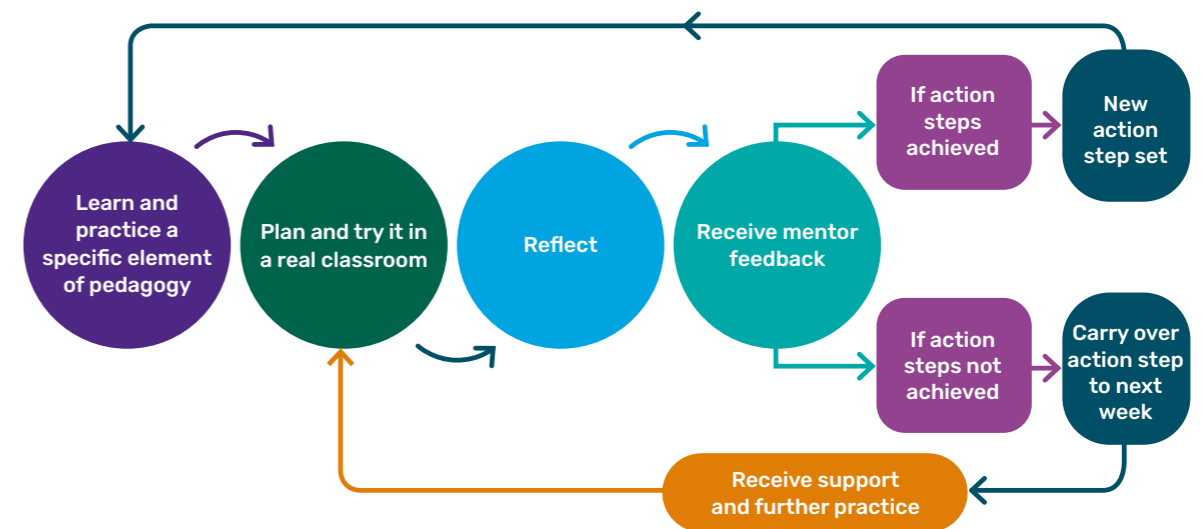
We want to work together with schools to inspire the next generation of the school workforce to strive relentlessly to be the best they can be, to instil an equal commitment to diligence and excellence in both their schools and their pupils, and to play their part in the continual improvement of the school system.

The work you are doing to serve the pupils in your school is a powerful motivator to encourage talented people, both recent graduates and career changers, from across the system to enter the teaching and education profession and to pursue their personal and professional development to carve out rewarding careers for themselves.

We are looking for placement schools where trainee and apprentice teachers can learn their craft. Invest in the future and build capacity in the present. Being a placement school allows you to nurture new and emerging talent into the teaching workforce, while strengthening the experience of existing mentors. Your school provides the mentor, and the NlOT provides the logistical support and a tutor.

Read on to find out more about the different ways to support someone to train to teach and get in touch if you'd like to work with us to give teachers the best start in their careers.

NlOT Training approach and Programme



Flying Start

We are committed to ensuring trainees have the best start to their training year, so we start early. Trainees join 'Flying Start' in July where we begin to prepare them for the classroom, alleviate any anxieties and dispel misconceptions, ensuring they go into the summer excited and ready for the teacher training journey.

Core Training

Our core training takes place at our Campus and Associate College venues every Thursday. This is supplemented with six additional days for Intensive Training and Practice and regional input. The training is highly engaging, research-informed and focused on application in the classroom.

Intensive Training and Practice

Intensive Training and Practice (ITaP) is embedded in our programme whilst being distinct from the general placement. Trainees engage with their first episode of ITaP, focused on behaviour, relationships and routines, in the week before starting school placement in September. Throughout the first half of the programme they engage in 20 days in total of ITaP, an approach informed by the NlOT's research via pilots conducted across the country in 2022/23, and focussing on fundamental elements necessary for successful teaching practice.

Subject and phase specific training

Subject and phase specific training is built into the full programme, ensuring trainees are supported to apply their learning to the context of their own subject or phase. To enhance this further, secondary trainees attend 11 subject-specific days and primary trainees attend 15 phase-specific days (incorporated into Thursday training) during the year. These are led by subject experts.

Tutor support

Every trainee is supported by a highly skilled NlOT tutor with years of experience developing teachers. The tutor will support the trainee every step of their journey, will visit them in school, complete quality assurance visits, provide training and guidance for mentors and ensure an effective relationship with the placement school.

Routes in to Teaching

We offer three different training routes to suit different candidates - read on to compare these options and to understand which routes you can support as a placement school.

Route 1 Teacher Apprenticeship

<p>Primary courses</p> <ul style="list-style-type: none"> Primary (3-7), Primary (5-11)
<p>Secondary courses</p> <p>Biology, Chemistry, Computing, Design and technology, English, Geography, History, Languages (French, Mandarin, Spanish, Urdu, Arabic), Mathematics, Physics, Art and Design, Drama, Music, PE, Religious Education</p>
<p>Eligibility</p> <ul style="list-style-type: none"> A degree awarded by a UK higher education provider, or a recognised equivalent qualification with supporting ENIC certificate. A standard equivalent to grade C/4, or above, in the GCSE examinations in English and Mathematics. To teach pupils aged three to 11 (early years and primary), a standard equivalent to a grade C/4, or above, in a GCSE science subject examination. To teach at secondary level, a degree in the subject the apprentice wishes to teach although A-level subjects may be considered, and Subject Knowledge Enhancement courses are also available. Classroom experience of at least one year – length and roles may vary depending on the experience of each individual. All apprentices must meet the ESFA Apprenticeship eligibility criteria, which includes being a resident of the UK (or EEA if a UK or EEA citizen) for the last 3 years.
<p>Fee</p> <p>£9,000 payable from the apprenticeship levy</p>
<p>Grants, bursaries & scholarships</p> <p>See NIoT Funding Information 2025-26 document</p>
<p>Salary</p> <p>Apprentices are paid on the unqualified teacher scale at least at UNQ1 and are employed full time for the duration of their training (1 July 2025 – 31 August 2026)</p>
<p>School placement</p> <p>A placement in a contrasting school in the Spring term. Where possible we will facilitate a 'swap' using other geographically close Postgraduate Apprentices.</p>
<p>Qualifications/This course awards</p> <p>This course leads to Qualified Teacher Status (QTS)</p> <p>The PGCE is optional and costs an additional £1,200 payable directly by the school or apprentice.</p>
<p>Training duration</p> <ul style="list-style-type: none"> 14-month contract from 1 July 2025 to 31 August 2026. Only full-time option

Route 2 Fee-paying

<p>Primary courses</p> <ul style="list-style-type: none"> Primary (3-7), Primary (5-11) Primary with maths (3-7), Primary with mathematics (5-11)
<p>Secondary courses</p> <p>Biology, Chemistry, Computing, Design and technology, English, Geography, History, Languages (French, Mandarin, Spanish Urdu, Arabic), Mathematics, Physics, Art and Design, Drama, Music, PE, Religious Education</p>
<p>Eligibility</p> <ul style="list-style-type: none"> A degree awarded by a UK higher education provider, or a recognised equivalent qualification with supporting ENIC certificate. A standard equivalent to grade C/4, or above, in the GCSE examinations in English and Mathematics. To teach pupils aged three to 11 (early years and primary), a standard equivalent to a grade C/4, or above, in a GCSE science subject examination. To teach at secondary level, a degree in the subject the trainee wishes to teach although A-level subjects may be considered, and Subject Knowledge Enhancement courses are also available.
<p>Fee</p> <p>£9,535 payable privately or using student-finance</p>
<p>Grants, bursaries & scholarships</p> <p>See NIoT Funding Information 2025-26 document</p>
<p>Salary</p> <p>N/A</p>
<p>School placement</p> <p>A placement in a contrasting school in the Spring term. Where possible we will facilitate a 'swap' using other geographically close trainees.</p>
<p>Qualifications/This course awards</p> <p>This course leads to Qualified Teacher Status (QTS) and includes the PGCE.</p>
<p>Training duration</p> <ul style="list-style-type: none"> 11-months from 1 September 2025 to 31 August 2026. Full and part time (3 days or 4 days/week) options

Route 3 Salaried

<p>Primary courses</p>
<p>Secondary courses</p> <p>Biology, Chemistry, Computing, Languages (French, Mandarin, Spanish), Mathematics, Physics</p>
<p>Eligibility</p> <ul style="list-style-type: none"> A degree awarded by a UK higher education provider, or a recognised equivalent qualification with supporting ENIC certificate. A standard equivalent to grade C/4, or above, in the GCSE examinations in English and Mathematics. To teach pupils aged three to 11 (early years and primary), a standard equivalent to a grade C/4, or above, in a GCSE science subject examination. To teach at secondary level, a degree in the subject the trainee wishes to teach although A-level subjects may be considered, and Subject Knowledge Enhancement courses are also available. Classroom experience of 6 months is preferred.
<p>Fee</p> <p>£9,535 payable by the placement school</p>
<p>Grants, bursaries & scholarships</p> <p>See NIoT Funding Information 2025-26 document</p>
<p>Salary</p> <p>Salaried trainees are paid on the unqualified teacher scale at least at UNQ1 and are employed full time for the duration of their training (1 September 2025 – 31 August 2026)</p>
<p>School placement</p> <p>A placement in a contrasting school in the Spring term. Where possible we will facilitate a 'swap' using other geographically close trainees.</p>
<p>Qualifications/This course awards</p> <p>This course leads to Qualified Teacher Status (QTS) and includes the PGCE.</p>
<p>Training duration</p> <ul style="list-style-type: none"> 11-months from 1 September 2025 to 31 August 2026. Full and part time (3 days or 4 days/week) options

Seven reasons why you should become a placement school:

- 1.** The trainee would apply their knowledge of the latest evidence and best practice in your classroom.
- 2.** Having a trainee teacher in a department/year group brings current research and practice to the mentor.
- 3.** The training can be shared as professional development with other colleagues, strengthening understanding across the school.
- 4.** Mentors will be able to collaborate with peers across the region and will draw upon important skills such as instructional coaching and deliberate practice, whilst considering their own workload and wellbeing.
- 5.** If your trainee is fee-paying, then they are supernumerary and an extra pair of hands. They take on more teaching load as the year progresses and will end on 80% of their 4-days by Summer Term 2.
- 6.** If your trainee is a member of your team already who you support to complete the apprenticeship programme, you are 'growing your own' and managing the talent in your school.
- 7.** Your school will be contributing to the development of the next generation of teachers.

Case study: Supporting an Apprentice to train to teach



Sally Herbert
Principal, Oasis Academy, Harpur Mount.

Sally Herbert is a Principal in Greater Manchester and shares her experience of supporting a member of her team to undertake the Post Graduate Teacher Apprenticeship.

We knew as soon as Sam started working at our school as a teaching assistant that he was interested in training to teach, and we could see his potential. When the opportunity arose to support him to train via the apprenticeship route, this felt like the perfect option as it would enable Sam to stay in our school, enabling us to truly 'grow our own' and we would be able to fund his training from the apprenticeship levy, removing a potential financial barrier.

The level of support that was provided by Sam's tutor was fantastic, and it coupled really effectively with our mentors, both worked together to ensure Sam's success and to keep his best interests at the heart of their approach. This instructional coaching-based practice alongside a training programme so focused on the things that matter to us as a school such as inclusive practice, well-designed curriculum and value-driven teaching, meant that Sam did really well – he gained a distinction in his apprenticeship and we are incredibly proud of the teacher he's become.

The training from the National Institute of Teaching genuinely builds reflective practitioners, which I believe is vital to developing a workforce committed to continuous improvement for the benefit of the pupils we serve. Sam and the trainees placed in our school from the NIoT this year, bring interesting insights back into school and participate in professional dialogue with the wider team.

We felt that this training allowed Sam to build on his existing knowledge of our school, our values and ethos, to become the teacher he is today, and we're really pleased he's stayed working in our school this year as an early career teacher.

New DfE Quality Requirements

The DfE introduced new quality requirements for all ITT provision from September 2024. The NlOT implemented these requirements a year early and so have already built these approaches in to our programme.

Intensive Training and Practice

There will be four blocks of Intensive Training and Practice (ITaP) during the year. The overarching aim of ITaP is to strengthen the link between evidence and classroom practice. The blocks are designed to give trainees feedback on foundational aspects of the curriculum where close attention to critical analysis, application and feedback are required.

These will be guided across the year and will provide us all with the opportunity to intensify the focus on specific, pivotal areas. NlOT has chosen to focus on:

- Behaviour & Relationships: Routines
- Planning & Teaching: Cognition
- Assessment & Responsive Teaching: Questioning
- How Learners Learn: Scaffolding

Mentoring

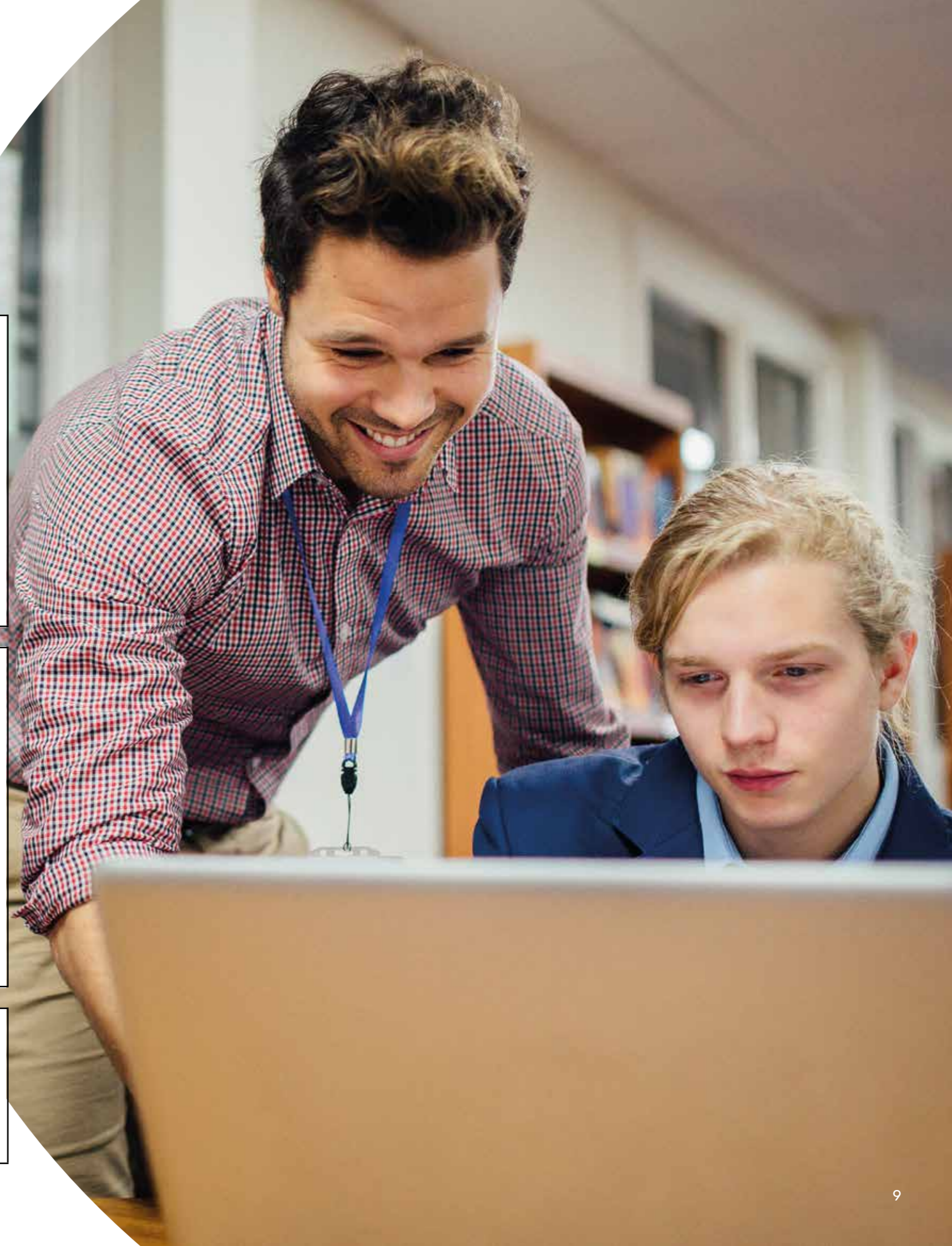
The DfE requirement for 20 hours of training for mentors has been removed. The NlOT Mentor Curriculum has been designed to equip mentors with the relevant tools to nurture, support and develop trainee teachers' practices. While from 2025 - 2026 this training is no longer funded, the NlOT is committed to ensuring the programme is accessible and high leverage. Therefore, we have mandated a number of training modules and we encourage schools to support mentors to engage with the elements of the programme that will develop their practice.

The Mentor Curriculum focuses on two mostly distinct areas of mentor development, including "learn about" which develops mentor's own practice and "develop their practice in" which enables the mentor to use their developed practice to support their trainee's progression. These two areas permeate across the six strands which are common to the trainee mentor curriculum plus an additional area relating to the roles and responsibilities of a mentor.

We also need to ensure that every trainee receives their entitlement of 1.5 hours per week of mentoring support. Guidance for this is provided by the NlOT.

Readiness to Teach

Another key change is that trainee teachers are now expected to teach an 80% timetable across their days in school (four days/week for full time trainees) in the final 6 weeks of the academic year. This is designed to ensure their readiness for transitioning to a qualified teacher timetable from their first year as an Early Career Teacher. The NlOT has designed an Early Career Programme which dovetails perfectly with the ITE curriculum and supports teachers' continued induction.



Assessment Only (AO) route to Qualified Teacher Status (QTS)

This programme has been developed to support teachers who already have the necessary skillsets, experience and strategies to be successful in the achievement of Qualified Teacher Status (QTS). It is suitable for applicants who meet all the eligibility criteria, are ready to be assessed for QTS and meet the Teachers' Standards already with no additional training or support, for example colleagues who have worked for a long period in the independent sector.

Eligibility

Required prior to application:

- 2:2+ in first degree;
- GCSE English language and maths (and science for Primary) at Grade 4/C or above (or equivalent);
- Overseas qualifications will require ENIC;
- 2 full-time years' minimum teaching experience required in the UK and/or overseas;
- Experience of teaching in more than one school (candidates must have completed a minimum 20 full-time working days in a contrasting school, for candidates from special schools, a minimum of 30 full-time days must have been completed in a mainstream school);
- Experience of teaching in 2 consecutive Key Stages;
- Current teaching is consistently good or outstanding;
- Suitability to teach (Safeguarding checks and personal qualities).

Required during the application process:

- Successful completion of a written test to assess English proficiencies (conducted during the Recruitment and Selection meeting);
- Minimum of 80% in each of the NASBTT maths diagnostic assessment modules;
- Original copies of all the required documents.

Costs

The total cost for the standard AO-route per candidate is £2,800

“NioT has helped to enable my journey from an unqualified teacher to becoming a certified educator. The clarity of information around each stage of the process has transformed what could have been a daunting process into an enjoyable and clear pathway towards my teaching qualification. I’m immensely grateful for their assistance in making this transformation possible.”

Nicola
Harris Academy Rainham

Postgraduate Teacher Apprenticeship - SEND

The NIoT are delighted to have developed an Initial Teacher Education programme for excellent practitioners to train to teach with their main placement in a special school, while being paid to train. This pathway to QTS has been developed in partnership with The Eden Academy Trust to address the recruitment and staffing issues in special schools.

Why a PGTA with SEND?

The Core Content Framework and Teachers' Standards assume pupils have 'age-appropriate' language skills, enabling them to be taught primarily using language and verbal instruction, and for this learning to be checked via traditional questioning.

However, there is a cohort of pupils who are pre-language learners and working below the levels of the National Curriculum throughout their school career.

The NIoT feel the best route for SEND specialist teacher training is the PGTA as we know there are many skilled members of staff within special schools doing great work with the children.

These skilled staff members (LSAs, TAs, HLTAs, pastoral care team, therapeutic colleagues, etc.) may not be able to take a year out to train to teach without a salary.

Additionally, schools do not want to lose a member of their trained staff team, who know the children, to go and train to teach in mainstream to gain QTS before returning, if they do.

How does it work?

Apprentices will be on the Primary (3-7) or (5-11) programme, whichever is the most aligned to the capabilities and needs of the pupils rather than their age (DfE, 2023) – i.e. not with a secondary subject specialism.

Apprentices will receive nine days of Special Education focused training days spread throughout the year to support their teaching in their special school context. They will also complete a 6-week placement in a contrasting, mainstream school in the spring term.*

There are nine SEND focused days for a special school apprentice to attend. (Three in July and then one in each of the following half terms in 2025/26).

The learning on these days extends what the apprentices have learnt on the Primary mainstream training programme and how to apply their learning in their specialist setting.

*You will be without a member of staff for these 6 weeks, as we cannot swap other mainstream apprentices into your context currently.



“The course is extremely thorough and will provide the apprentice with everything they need to hit the ground running in their first year as a qualified teacher. It is great to have this route which allows us to take graduate LSAs (who we often attract for a couple of years school experience, before they use that experience as a springboard to other things) and keep and develop them into a member of our teaching team.”

Perdy
Eden Academy Trust



“The fact that we get to use the levy to fund is brilliant - I don’t think we’re alone as a school in having found it very hard to use the levy over the years, which means it has generally been wasted for us.”

Perdy
Eden Academy Trust

What specialist content is included?

The topic list includes:

- introduction to cognitive development;
- teaching early communication skills;
- leading a class team;
- sessions related to the different cohorts of pupils including those with social and emotional learning needs, physical needs, visual or hearing impairments;
- assessment in special schools;
- subject and curriculum knowledge at the very earliest stages of development;
- an introduction to some pedagogical approaches commonly used in special schools.

Who is the PGTA with SEND appropriate for?

This PGTA is for graduates who currently work in a primary special school where the pupils can be described as having moderate learning difficulties. The course addresses early development and so will equip apprentices with the knowledge to fill in gaps in pupils’ learning.

It is also appropriate for those graduates working in a primary or secondary special school where pupils can be described as having profound or severe learning disabilities, many with additional or complex needs.

This course is appropriate for primary and secondary schools following the primary model of a class teacher teaching the majority of the subjects across the curriculum.

You will need to carefully consider the key stage the apprentice will teach in.

- EYFS – Key stage 3 work well but as the curriculum changes to look at greater independence and the careers curriculum in key stages 4 & 5 it is harder for the apprenticeship to show their learning across the ITT Core Content Framework.
- If your school follows the secondary model of subject specialist teaching and/or pupils take nationally recognised qualifications this course will not offer the apprentice enough time to study their subject in depth.

The programme covers the needs of pupils who are working (often significantly) below national curriculum. So SEMH schools or PRUs where pupils are working at national curriculum levels will find the content of the core Primary and/or Secondary PGTA or ITE route equips apprentices/trainees with the necessary skills to teach in these settings.

To find out more about the PGTA (SEND) with the National Institute of Teaching, visit [niot.org.uk](https://www.niot.org.uk)



Become a Placement School

We'd love to hear from you if you're interested in becoming a placement school with the National Institute of Teaching. To discuss this with a member of our team, get in touch at itt@niot.org.uk or call 0330 133 6300.

Scan the QR code below to learn more and register your school's interest.

