



Teaching
Agency

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NATIONAL SCHOLARSHIP FUND FOR TEACHERS

ROUND THREE - HANDBOOK

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1. INTRODUCTION

The aim of the National Scholarship Fund for Teachers is to provide an opportunity for teachers to deepen their specialist or subject knowledge and renew their passion for teaching.

What is the National Scholarship Fund for Teachers?

The Schools White Paper 'The Importance of Teaching' published on 24 November 2010 announced the Government's intention to establish a National Scholarship Fund for Teachers to extend their specialist or subject knowledge of English, mathematics or science. The primary aim of the fund is to create expectations within the teaching profession about the importance of scholarship to enhance the public's perception that teachers, alongside university academics, are seen as the guardians of the intellectual life of the nation.

A Special Educational Needs (SEN) scholarship fund was subsequently announced in the SEN Green Paper published on 9 March 2011 and was aligned with the main scheme. The SEN/D fund provides scholarships for teachers to extend their knowledge relating to SEN including specific impairments and disabilities.

Round two of the scheme ran from 16 April 2012 to 17 May 2012 and offered eligible teachers the opportunity to apply for a scholarship worth up to £3500. Round two closed on 17 May 2012 and the awards were announced on 24 August 2012 as follows:

- 387 scholarships for teachers working in priority subjects and specialisms – English, mathematics, science and Special Educational Needs (SEN)
- 274 scholarships for Support Staff to develop their practice in SEN

Case studies of successful applicants and an Assessors' Report, providing feedback on common applicant errors identified in round, are appended at the end of this handbook.

2. THE THIRD ROUND

Applications for the third round of the National Scholarship Fund will open on **8 April 2013**.

PLEASE ENSURE YOU HAVE READ THIS HANDBOOK BEFORE STARTING YOUR APPLICATION.

This round will focus on four priority areas: **English, mathematics, science, special educational needs and disabilities (SEN/D)**.

All applications must be online. If an applicant has a special need or disability and cannot complete the online form, they should contact DfE general enquiries on 0370 000 2288 to discuss.

The deadline for all completed applications is **midnight on 25 April 2013**.

3. ELIGIBILITY

The National Scholarship Fund for Teachers is open to teachers working in **England** with qualified teacher status (**QTS**) or members of the Institute for Learning (IFL) with **QTLS**, who are currently employed by an **eligible** school / college. They must also be able to evidence the support of their headteacher or employer.

Eligible Schools / Colleges

- Maintained schools (including Special Schools)
- Non-maintained Special Schools
- City technology colleges
- Academies
- Free Schools
- Pupil referral units (PRUs)
- Sixth Form Colleges

NB: Local authority (LA) peripatetic (centrally employed) teachers with QTS will also be eligible, but they must secure the support of one school for their scholarship application.

Priority Subject Areas

Round 3 applications are invited from teachers wishing to enhance their specialist or subject knowledge in:

- Maths
- English
- Science
- Special educational needs and disabilities (SEN/D)

Eligible Activities

Responsibility lies with the Teacher/applicant to choose the course or activity that is most suited to their needs; similarly, they are responsible for choosing a provider, and once notified that their application has been successful, for enrolling with their chosen provider.

The only restrictions are that the activity should be related to improving specialist or subject knowledge in a designated priority subject area, and that the programme of study will be demonstrably intellectually rigorous and challenging. In many cases this will be demonstrated by the fact that the activity is at Master's level or beyond. Some courses and seminars which do not lead to Master's level credits are also eligible if the applicant provides a robust argument that they provide sufficient intellectual challenge.

Short Courses & Seminars

For many applicants the intellectual rigour may be associated with a desire to study at Master's level or beyond. Applications are, however, encouraged for other activities such as short courses and seminars, providing that these are academically rigorous and challenging, enhance specialist or subject knowledge, and that applicants are able to demonstrate impact on pupils, colleagues, school or beyond. Please note that only one conference, short course or seminar can be applied for: applications for more than one will not be accepted.

Longer Programmes

If you are planning to start a Master's programme then the National Scholarship Fund can provide financial support (up to a maximum total of £3500) for one year i.e. until 31 March 2014.

Funding is not available to teachers who have already started their course or have completed some modules. The National Scholarship Fund is only available to applicants starting *new* courses or activities between September 2013 and August 2014. This is because the Government wishes to incentivise teachers who would not otherwise engage in such studies.

Support of school / college

Applicants must provide a supporting statement from their headteacher or employer. This should provide evidence that the applicant has the support of their school and will be able to both complete the proposed activity and demonstrate impact.

Terms and Conditions

Successful applicants will be required to agree to the following conditions before receiving their award.

- If they voluntarily leave the teaching profession within three years, or fail to complete the funded activity, they must return all funding awarded to the Department.
- They must agree to share the learning from the activity; including participating in follow up activities such focus groups or conferences.

4. APPLICATION GUIDANCE

Please read this guidance carefully before completing and submitting your application form.

Important notes:

- Applicants **must** apply online. Forms submitted via any other route or in any other format will not be accepted. If an applicant has a special need or disability and cannot complete the online form, they should contact DfE general enquiries on 0370 000 2288 to discuss.
- Incomplete applications will not be accepted and will not be returned.
- The deadline for receipt of all completed applications is **midnight on 25 April 2013**. Any applications received after this deadline will **not** be accepted even if delay is due to technical difficulties.
- Applicants must ensure that they are eligible to apply and that their proposed activity meets the scholarship criteria. (See the 'Eligibility' page on the DfE website)
- Applicants should ensure that spelling, punctuation and grammar are checked and of an appropriately high standard.
- Applications must adhere to the word count.
- Any application which includes plagiarised text will not be accepted: this includes text copied from course information (other than course titles,) text copied from other applicants and multiple entries using the same text. Every section of the scholarship proposal must be completed in the applicant's own words and with respect to the applicant's individual situation.
- Successful applicants will be notified by 22 August 2013. Please note that notification will be by email so please ensure you supply a correct email address.
- We are not able to provide feedback to unsuccessful (or successful) applicants.

Completing the form

Gather all your information before starting to fill in the form.

It is essential that you have all the information to hand because the application form cannot be saved and will need to be completed 'in one sitting'. It is recommended that you prepare your answers ready (e.g. in a Word document) to cut and paste into the form.

You will also need to contact your headteacher or Chair of Governors to ensure that you have their support. They will need to provide you with written text to insert into Part 4 of the form. It is recommended that you have their response (e.g. in a Word document) ready to cut and paste into the form.

The Form

The application form is divided into 4 sections:

- Personal details
- The activity
- The proposal
- Support from the school / college

All sections must be completed in full. Incomplete applications will not be accepted.

Part 1: Personal Details

In addition to standard contact details, we will also require:

- Your Teacher Reference Number (TRN)* or final 7 digits of the Institute for Learning (IFL) membership number**
- Your personal email address
- Your school email address

* Teacher Reference Number (TRN) - This was formerly known as your DfE number and in some cases may include a '/'. Please omit this character and submit only the seven numerical digits.

** IfL Membership Number - If you do not have QTS, but are employed by an eligible school as a teacher and hold QTLS, then please enter your IfL membership number – but do not include the first letter. All IfL membership numbers start with A. Therefore, if your IfL number is AG 123456 please enter the final 7 digits i.e. G 123456. If your number is AA 246810 then enter A 246810.

All mandatory fields must be completed accurately and in full. Incomplete applications will not be accepted.

Applications will only be accepted for the designated priority areas: English, mathematics, science, special educational needs and disabilities (SEN/D).

Part 2: The Activity

- The formal, accurate title of the planned course or activity
- Name and address of the provider
- The course code (if applicable)
- Start and end dates of the course/activity
- Reference number
- Course fees (estimated if necessary)

The National Scholarship Fund is only available to applicants starting *new* courses or activities commencing between September 2013 and August 2014.

This section requires factual information about the course or activity you wish to undertake. If the actual cost of the activity is not yet available then you should provide the *best estimate* based on consultation with the provider.

The award will be based on the figures (and timescales) provided in the form and cannot subsequently be changed.

Do not leave any part of this section blank. Incomplete applications will not be accepted.

Applicants should also note that due to the highly competitive nature of the scholarship they should not undertake any commitments based solely on the possible success of their application.

Part 3: The Proposal

This is the key part of your application. Before you begin to compose answers, please read through all the sections carefully to ensure that there are no overlaps, repetition or gaps.

<p>1. What is the nature of the professional development activity you wish to undertake?</p> <p>Max 300 words</p>
<p>2. How will your school/pupils benefit from the proposed professional development activity?</p> <p>Max 200 words</p>
<p>3. How will you disseminate your learning beyond the school?</p> <p>Max 200 words</p>
<p>4. How will you evaluate the impact of implementing actions associated with the proposed activity?</p> <p>Max 200 words</p>
<p>5. How will completion of the proposed benefit your career and practice in this priority area?</p> <p>Max 200 words</p>

Question 1: The nature of the activity

- Will the proposed activity deepen your specialist or subject knowledge? It is not possible to use scholarship funding to support studies which focus on improving pedagogy or leadership.
- Is the proposed activity rigorous and academically challenging? How can you demonstrate this?
- What is the purpose of the activity i.e. have you identified the intended outcomes? What difference will undertaking the proposed activity make: for your career, in the classroom, for your colleagues and on the wider school system beyond your own place of work?

Question 2: Impact on learners

Applicants are expected to consider how their pupils and the wider school will benefit from their having undertaken the proposed activity.

NB *In addition to evidence supplied in this section, applicants will also need to provide a supporting statement from their headteacher or employer. This should provide evidence that the applicant has the support of their school and will be able to both complete the proposed activity and demonstrate impact.*

Question 3: Impact beyond the school

A key aim of the scholarship fund is to share knowledge across the school system so that the impact of the activity extends beyond the applicant's school. Applicants must explain how this will be achieved.

Question 4: Measuring the impact

Having identified intended outcomes in section 1, how will you measure that these have been achieved?

Question 5: Impact on your career

In this section you should consider your career goals and plans. How will this activity help you progress your career and/or improve the quality of your practice in the priority area?

Part 4: Support from the school/college

Please note that this section must be completed in full on behalf of the headteacher or Chair of Governors. Incomplete applications will not be accepted.

This should provide evidence that you have the support of your school and that your employer is satisfied that you will be able to both complete the proposed activity and demonstrate impact.

In preparing for this section, you will need to ask your headteacher or Chair of Governors to write a statement of support. They will also need to answer a number of questions in writing. You should retain these and use to complete this section of the form.

The statement of support should answer the following question in up to 200 words:

How will this development activity contribute to your school/college's ability to meet the needs of your pupils?

Additional questions for the headteacher/Chair of Governors:

- Does the applicant have the full support of the school?
- Are you satisfied that impact evaluation measures are in place?
- Will the applicant be assured of:
 - Appropriate protected time to access and complete the activity?
 - Appropriate access to learners to meet the requirements of the activity?
 - Access to internal and external networks to disseminate learning?
 - Access to school/college or external data to support research (provided that this complies with legislation and school/college policies)?

5. PAYMENT

The value of the awards will vary according to the nature of the activity proposed. The maximum award is 50% of the total cost (i.e. course fees) of the proposed activity, up to a ceiling of £3500. The current funding commitment is only until 31 March 2014.

Applicants should also note that due to the highly competitive nature of the scholarship they should not undertake any commitments based solely on the possible success of their application.

The scholarship funding can only be used for the activity specified in the application form. Applicants must cover 50% of the course fees, and will also be responsible for any additional costs such as travel and accommodation.

Payment Process

Applicants are required to provide factual information about the course or activity in the application form. If the actual cost of the activity is not yet available then the applicant must provide the *best estimate* based on consultation with the provider.

Please note: The award will be based on the figure (and timescales) provided in the form. These cannot subsequently be changed.

Successful applicants will be provided with a sponsorship letter for presentation on enrolment.

Payments will be made directly to the provider of the course/activity. The provider will be issued a grant agreement detailing the scholars who will be supported, their course/activity and the amount of their awards. Once the provider returns a signed copy of the grant agreement, the Teaching Agency (TA) will release the funds.

Appendix 1 - Assessors' Report from Round Two

Introduction

The purpose of this report is to provide feedback on the performance of applicants for the National Scholarship Fund for Teachers 2012. This report has been compiled following the completion of the second round of scholarships and includes feedback from assessors and from the expert panel. All applications were assessed and verified using a criterion-based scoring methodology. The assessment process, including scoring and internal verification, was scrutinised and ratified by an expert panel of eminent educationalists.

The following comments are intended to help teachers to complete applications by having a better understanding of what is expected of them. The feedback within this report would also be valuable to employers and providers in understanding what their staff/students/prospective students need to do to secure scholarship funding.

The standard of applications was generally very high, but some common difficulties/issues emerged from the feedback received. These have been summarised below and is followed by analysis of each section.

Successful applicants:

- Completed all sections of the application form fully, using the maximum word count.
- Ensured that the nature of the activity was very clear.
- Were explicit about how the programme would help develop relevant subject knowledge - rather than pedagogy - in their priority area.
- Provided responses that related to the impact of improving their subject knowledge rather than improving their pedagogic or management skills.
- Explained how the need for development had been identified and related this to, for example, the school improvement plan or performance review.
- Linked discussions on impact/sharing of learning to the school CPD lead or plan.
- Were not only aware of existing networks, but clearly described their own role in them and how they would use them to share their learning.
- Had given careful consideration to desired outcomes and impact measures for their pupils/school.
- Had developed or were developing strategies to ensure the benefit/impact of the proposed activity.
- Provided original responses that related to the individual's own circumstances, school and pupils.

Common Errors

- Failure to read the question.
- Failure to complete all sections.
- Providing very short/minimal responses that lacked specific detail/evidence.
- Focusing on pedagogy or leadership rather than subject knowledge.
- Taking insufficient care with spelling, grammar and punctuation.
- Using generic, plagiarised or 'pasted' text.
- Exceeding the word count.

Section feedback

Section	Assessor Feedback
Please provide a brief description of the activity you would like the scholarship fund to support, demonstrating its academic and intellectual rigour. Please draw upon your most significant prior professional achievements as appropriate.	The aspect of this section that applicants clearly found the most challenging was to demonstrate how the proposed activity would specifically improve their subject knowledge in the priority area.
Please describe how their school/pupils will benefit from your proposed scholarship activity.	Applicants who scored the most highly in this section used their word allowance judiciously to link their application to work undertaken with their school/pupils and to clearly demonstrate that strategies were in place to incorporate the outcomes in their work. They also linked these outcomes directly to enhanced subject knowledge.
What will be the impact for you and your career?	Successful applicants specifically identified how the proposed activity would benefit their career in the priority area. Many applicants discussed their career in more general terms or focused on leadership and management.
How will your learning impact beyond your own school?	Many applicants found this section challenging and a significant number of responses to this question were very brief.
How will you provide evidence of impact following the completion of your scholarship activity?	Assessors reported that this was generally the weakest section. Some applicants had given very little consideration to evaluating the impact of the proposed activity. The greatest challenge, however, was for applicants to clearly identify intended outcomes and impact measures in relation to school, pupils and beyond.

Appendix 2 - Case Studies from Round Two

Introduction

Below are excerpts from applications that were awarded a scholarship in Round 2.

They highlight how their proposed activities have the potential to deepen their subject knowledge, benefit their schools/pupils and impact beyond their schools through the sharing of the learning and knowledge gained across the education system.

Applicant - Literacy Learning and Literacy Difficulties (academic route) MA

I play a key role in managing transition from KS1 to KS2. Through advancing my skills and knowledge in English I will ensure continuity and rapid progress by; supporting learners to move from decoding to fluency in reading and developing a deeper comprehension of texts, as well as reviewing and securing phonics knowledge and aiming to quickly move children onto spelling patterns. I am already facilitating this support through interventions such as Catch Up Literacy and Soundroutes, to which this course will add significant value. As part of the school's Continuous Professional Development (CPD) programme I am coordinating a series of peer evaluation and team teaching sessions in both my own and partner schools with the aim of engaging my colleagues in recent theoretical advances around the teaching of reading, writing, spelling and approaches to interventions. My increased subject knowledge will enhance the skills workshops for parents that I currently deliver alongside the literacy coordinator. We have already seen a significant impact on pupil's achievement through developing parental engagement and have been recognised with the Achievement for All (AFA) Quality Mark 2011/12 due to this work, success I am eager to develop further.

Applicant - Master of Arts Education (Specialist Mathematics Teaching)

The Masters Specialist Primary Mathematics Teaching course will directly concentrate on extending and advancing my personal level of comprehension and knowledge in the key areas of: number, data handling, arithmetic and measure for key stage One, in addition to geometry and Algebra for key stage Two. Gaining a clearer, focused level of specific understanding of these crucial elements of mathematics will broaden and increase my own subject knowledge. Furthermore this enhanced expertise in these areas will help me to support and develop the children's own effective understanding of these mathematical aspects in their education. Previously in my personal education I had found areas of mathematics to be challenging and prescriptive in the rote learning of methods and processes such as algebra, but through the mathematics specialist course I have come to understand and promote the key themes of encouraging children to see and make the connections between differing mathematical concepts such as pattern and proportion to identify the links by how they are visualised, represented and expressed through discussion. When children can share their ideas, definably convince others of their method or concept then they are developing their own mathematical thinking through

reasoning. The latest findings in the Williams report in 2008, initiated by the then government highlighted the advancing needs for specialist teaching in mathematics for children in the Early Years and Primary stage of their education. The outcome of acquiring an intensive level of specialist mathematical knowledge will enable me to apply a higher stage of subject knowledge to my own practice, whilst also sharing these quality skills within my own school environment: at child, teacher and support level.

Applicant - MA Science Education

My career plan is to become Head of Science and a STEM advisor in the local borough. As the outcomes from the course centre on improving scientific knowledge I will gain a broader knowledge of all three sciences and be an excellent specialist in Biology. This will allow me to support a department and colleagues to a high level in all disciplines. My newly established knowledge will allow me to become a STEM advisor as the course will help me to develop a plethora of activities which I can archive and share with other STEM leaders. Aside from the aspects above the activity supports my continuing professional development plan which involves encouraging students learning outside of classroom environments. Working with current experts with up-to-date knowledge in the science field will improve the quality of my practice as I will be more able to take science outside of the classroom and create accessible learning opportunities. The most important thing is for the quality of my teaching to improve. I believe that the course will give me the confidence to progress and trial new ideas knowing that I have a secure science grounding to inspire young people in science.

Applicant - OCR Level 7 Diploma Specific learning difficulties/dyslexia

This course will provide our school with a fantastic opportunity to support other schools in our cluster and beyond. As a cluster we are currently looking at alternatives to the current provision in place through outside agencies and how we can become more self-sufficient and support each other with specialist knowledge. This qualification would enable me to become the expert advisor in our cluster, providing whole school training and termly support for teachers and pupils in our cluster schools and beyond. As an outstanding school we regularly support teachers from other schools through the NPQH qualification by providing a placement in our school. I regularly meet with these teachers to discuss best practice in SEN generally and the knowledge and expertise from this course could have a big impact on these development sessions and provide further schools to link with, to support pupils, teachers and TA's. The specialist knowledge I gain will enable me to have much more of an impact on the parents of individuals with SLD. This qualification would allow me to discuss future provision for their child with much more confidence, concrete knowledge and experience, providing workshops and drop-in facilities to develop parents' own knowledge on dyslexia.

Appendix 3 - Short Courses & Seminars

The Fund does not only seek to support Master's level activity, but may also be used for highly valuable development opportunities such as subject specific seminars or summer schools. Such applications are very much welcomed and encouraged.

The applicant will be required to demonstrate that such short activities or programmes are intellectually rigorous and that they will result in measurable impact in the classroom, the school, and beyond.

There are some suggestions below of the type of courses which might be suitable, but it is recognised that it may be more challenging to demonstrate the intellectual rigour and impact of attending a conference or seminar, than of a longer programme of study. The onus is on the applicant to make this clear, even if the course is one of those cited below.

Examples of eligible short courses/seminars

- The Prince's Teaching Institute Summer School: lectures, seminars and workshops by eminent speakers and academics in a range of subjects which have historically included Maths, Science and English.

Maths

- MaST Mathematics Specialist Teacher Programmes. These carry M level credits but not full Master's courses.
- Attending the annual conference of the Association of Teachers of Mathematics
- Seminar on Discrete Mathematics and Game Theory, at LSE

English

- NATE national conference
- Subject-enhancement training for in-service teachers. These often use M level modules, without necessarily requiring enrolment on a full course.
- Collaborative mentor training provision to support teachers in schools becoming better mentors, delivered at M level, but again not necessarily as part of a degree.

Science

- Physics for non-specialists
- Active approaches to A level Chemistry, Physics & Biology
- Practical Work in KS3/4 Physics, Chemistry & Biology
- A level Master Classes for subject specialists in Chemistry, Physics & Biology

SEN

- Teaching and assessing learners with dyslexia/SPLD
- Dyslexia and literacy
- Understanding inclusive education and SEN



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