



Department  
for Education

# **Teacher Degree Apprenticeship Specimen Training Plan**

**How to deliver the Teacher Degree  
Apprenticeship- ST0490**

**November 2024**

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## Summary

This training plan has been produced to provide a suggested format for accredited Initial Teacher Training (ITT) providers and other organisations to deliver the Teacher Degree Apprenticeship (TDA).

## Who this publication is for

This guidance refers to:

- accredited ITT providers delivering ITT that leads to Qualified Teacher Status (QTS) from 2024/25
- and non-accredited organisations who are partners of, or who want to partner with, an accredited ITT provider (e.g. Higher Education Institution delivering the degree elements of the TDA partnership with an ITT accredited provider for the ITT elements of the TDA)
- Schools that will be employing an apprentice to advise them what to expect from the process.

## Delivery requirements

From September 2024, accredited ITT providers are required to deliver ITT in compliance with DfE's 2024/25 [ITT criteria](#).

They are required to deliver against a structured training plan. This specimen training relates to Apprenticeship Standard ST0490 Teacher Degree Apprenticeship and has been developed with the [Institute for Apprenticeships and Technical Education \(IfATE\)](#). It demonstrates how it could be delivered each school term over the 4-year duration of the apprenticeship.

Providers are expected to tailor the training plan to suit their own context but must follow certain criteria as outlined in the links below:

- Full details of the apprenticeship standard can be found here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/teacher-in-revision>
- Intensive Training and Practice (ITaP) guidance can be found here: <https://www.gov.uk/government/publications/intensive-training-and-practice/intensive-training-and-practice-itap>

# The Initial Teacher Training and Early Career Framework (2024)

This specimen training plan should be read with the Initial Teacher Training and Early Career Framework. The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period.

Apprentices will need to know the standards and how to apply them from the start of their careers. Hence, increasing depth and competence should be developed throughout the apprenticeship program. The Initial Teacher Training and Early Career Framework (ITTECF) sets out what trainees and early career teachers need to know and how to apply it at the start of their careers. There are eight standards covered in the framework:

1. High Expectations: Teachers should have high expectations for all students, promoting their achievement and well-being.
2. Subject and Curriculum Knowledge: Teachers must have a deep understanding of the subjects they teach and the curriculum.
3. Classroom Management: Effective behaviour management is crucial for maintaining a positive learning environment.
4. Adaptive Teaching: Teachers should adapt their teaching to meet the diverse needs of students.
5. Assessment: Teachers need to assess student progress accurately and use assessment data to inform their practice.
6. Professional Behaviours: Teachers should uphold professional standards, ethics, and safeguarding.
7. Professional Development: Continuous professional development is essential for growth.
8. Partnership Working: Collaborating with colleagues, parents, and the community enhances teaching effectiveness.

A teacher will be responsible for upholding the Teachers' Standards, which set the minimum requirements for teachers' practice and conduct.

## Knowledge, Skills, and Behaviours

The training plan follows a spiral curriculum, developing depth and competence throughout the programme. ITT Providers must ensure that the following knowledge, skills, and behaviours are demonstrated by the apprentices working in an educational setting. These will be assessed multiple times alongside the knowledge and skills by school supervisors over the 45 months.

## **Knowledge**

1. Pedagogical theory- classroom management strategies, lesson planning, teaching methods, child development, learning theories, assessment methods and techniques, and differentiation.
2. Ethical considerations and legal requirements, safeguarding, inclusion, diversity, equality, sustainability.
3. Current educational digital tools, and technology.

## **Skills**

1. Communicate effectively with students, parents, and colleagues verbally and in writing, adapting style to suit audience.
2. Assess student progress using formative and summative assessment methods and provide constructive feedback.
3. Adapt teaching methods to accommodate different learning styles, abilities, cultures, and backgrounds.
4. Apply reflective practice to assess own and learner progress and improve teaching.
5. Integrate technology into teaching to enhance learning experiences.
6. Collaborate with teachers, administrators, support staff and outside agencies both individually and working as a team member.
7. Motivate and inspire learners using engaging activities which encourage curiosity and a love for their subject.

## **Behaviours**

1. They will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2. They must have proper and professional regard for the ethos, policies, and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
3. They must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Duties

The training plan outlines specific duties that the apprentice should undertake at certain points within the 45-month period.

1. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum, and schemes of work.
2. Assess, monitor, record and report on the learning needs, progress, and achievements of assigned pupils.
3. Participate in arrangements for preparing pupils for external examinations.
4. Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures in such a way as to support the school's values and vision.
5. Work with others on curriculum and pupil development to secure coordinated outcomes.
6. Promote the safety and well-being of pupils.
7. Maintain good order and discipline among pupils.
8. Direct and supervise support staff assigned to them and, where appropriate, other teachers.
9. Deploy resources delegated to them.
10. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
11. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
12. Communicate with pupils, parents, and carers.
13. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

## Specimen Training Plan

### Year One-Term One- Induction – Autumn- September to December-15 weeks-8/7 split

School based training- On the job (On TJ)	Provider based training-Off the job (Off TJ)	Duties	Method of delivery	Days	Methods of assessment
<p><b>Induction</b> 4 weeks (3 days per week)</p> <ul style="list-style-type: none"> <li>School organisation, e.g., procedures and policies.</li> <li>Experience of the duties undertaken by support staff including SENCO, Pastoral, Administrative, Technical and Teaching Assistants.</li> <li>Experience of departments other than their subject area.</li> <li>Allocation to a pastoral group and form teacher, preferably year 7 or 8 to be followed over the apprenticeship.</li> </ul>	<p>4 weeks (2 days per week)</p> <p>1 day- Teaching pedagogy, legislation, and regulation.</p> <p>1 day on degree subject content</p>	11 13	<p>On TJ - structured plan to cover induction needs.</p> <p>Off TJ - mix of online distance learning and face to face lectures</p>	<p>On TJ 12</p> <p>Off TJ 8</p>	<p>On TJ- building a portfolio based on experiences outlined in structured plan.</p> <p>Off TJ written reports, presentations, and computer-based assessments</p>

**Year One-Term One- Autumn- September to December-15 weeks-8/7 split**

School based training- On the job (On TJ)	Provider based training-Off the job (Off TJ)	Duties	Method of delivery	Days	Methods of assessment
<p><b>Focal Area A: Learning how to be a teacher</b>                      6 weeks (3 days per week) with degree subject department and form tutor.</p> <ul style="list-style-type: none"> <li>Observe classroom and behaviour management techniques, learning styles, lesson planning and assessment methods and techniques etc</li> <li>Tracking individuals/groups over full range of years. Portfolio evidence- accounts on the experiences of observing, assisting and tracking.</li> </ul> <p>5 weeks (3 days per week) <b>Practice 1:</b> Based on Focal Area A. <b>Assisting one or more teachers in planned activities</b> in two or three lessons per day.</p>	<p>11 weeks (2 days per week)                      1 day on Focal area A                      1 day on degree subject content</p>	<p>4 5 6 7</p>	<p>On TJ - structured plan for observations and assisting teaching.</p> <p>Off TJ - mix of online distance learning and face to face lectures</p>	<p>On TJ 33</p> <p>Off TJ 22</p>	<p>On TJ - reflective portfolio for observations, pupil tracking - formative, self and summative assessment and assisting with teaching.</p> <p>Off TJ - written reports, presentations, and computer-based assessments</p>



**Year One-Term Two- Spring- January to March-11 weeks-6/5 split**

School based training- On the job (On TJ)	Provider based training-Off the job (Off TJ)	Duties	Method of delivery	Days	Methods of assessment
<p><b>Focal Area A: Learning how to be a teacher</b>                      6 weeks (3 days per week) with degree subject department and form tutor.</p> <ul style="list-style-type: none"> <li>Observe classroom and behaviour management techniques, learning styles, lesson planning and assessment methods and techniques etc</li> <li>Tracking individuals/groups over full range of years. Portfolio evidence- accounts on the experiences of observing, assisting and tracking.</li> </ul> <p>5 weeks (3 days per week) <b>Practice 2:</b> Based on Focal Area A. Involvement in individual lessons should be <b>expanded to a responsibility to work with and support pairs or small groups</b> in lessons determined by supervisor.</p>	<p>11 weeks (2 days per week)                      1 day on Focal area A                      1 day on degree subject content</p>	<p>4 5 6 7</p>	<p>On TJ - structured plan for observations and assisting teaching.</p> <p>Off TJ - mix of online distance learning and face to face lectures</p>	<p>On TJ 33</p> <p>Off TJ 22</p>	<p>On TJ- building a portfolio based on experiences outlined in structured plan.</p> <p>Off TJ written reports, presentations, and computer-based assessments</p>













**Year Three-Term Three - Summer- April to July- Maximum 14 weeks-6/8 split**

School based training- On the job (On TJ)	Provider based training-Off the job (Off TJ)	Duties	Method of delivery	Days	Methods of assessment
<p><b>Focal Area C: Learning how to teach a subject:</b> 6 weeks (3 days per week) working exclusively in the degree subject department, form tutor and allocated group.</p> <ul style="list-style-type: none"> <li>Undertake classroom and behaviour management techniques, learning styles, lesson planning and assessment methods and techniques etc</li> <li>Y3 Tracking individuals/groups over full range of years. Portfolio evidence-accounts on the experiences of observing, assisting and tracking.</li> </ul> <p>8 weeks (3 days per week) <b>Practice 3:</b> Assisting teachers in one or two lessons per group. Involvement should be <b>expanded to working with whole classes for single lessons or pairs/small groups for several lessons</b> to teach a topic or deliver a planned activity, to be determined by supervisor. Continue with Individual/group tracking. <b>Provision for scaffolded practice and feedback opportunities in relation to iTaP.</b></p>	<p>14 weeks (21 days per week) 1 day on Focal area C 1 day on degree subject content</p>	<p>1 2 4 5 6 7 9 12 13</p>	<p>On TJ - structured plan for observations, assisting teaching and delegated work with pairs, small groups, and full classes in degree subject department.</p> <p>Off TJ - mix of online distance learning and face to face lectures</p>	<p>On TJ 42</p> <p>Off TJ 28</p>	<p>On TJ - reflective portfolio for observations, pupil tracking and assisting with teaching. Supervisor reports for delegated part lesson, pair, or group activities within lessons to contribute to portfolio.</p> <p>Off TJ - written reports and computer-based assessments.</p> <p><b>Y3 Examinations in degree subject /all summative assessments.</b> At this point, the degree must be awarded to meet the EPA gateway requirements in Y4 and mitigate possible implications of not achieving a pass in all assessed components.</p>



**Year Four-Term One- Autumn- September to December-15 weeks-8/7 split**

School based training- On the job (On TJ)	Provider based training-Off the job (Off TJ)	Duties	Method of delivery	Days	Methods of assessment
<p><b>Focal Area C: Learning how to teach a subject</b></p> <p>6 weeks (3 days per week) working exclusively in the degree subject department, form tutor and allocated group.</p> <ul style="list-style-type: none"> <li>Undertake classroom and behaviour management techniques, learning styles, lesson planning and assessment methods and techniques etc</li> <li>Y4 Tracking individuals/groups over full range of years. Portfolio evidence-accounts on the experiences of teaching full classes, assisting and tracking.</li> </ul> <p>7 weeks (3 days per week) <b>Practice 1:</b> Based on Focal Area C. <b>Teach full lessons over 3 days with teachers in one or two lessons per group. Involvement expanded to working with whole classes for consecutive lessons or individuals/pairs over several lessons</b> to teach a topic or deliver a planned activity. Continue with Individual/group tracking.</p>	<p>15 weeks (2 days per week)</p> <p>1 day on Focal area C</p> <p>1 day on degree subject content</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>12</p>	<p>On TJ - structured plan for observations, assisting teaching and delegated work with pairs, small groups, and full classes in degree subject department.</p> <p>Off TJ - mix of online distance learning and face to face lectures</p>	<p>On TJ 45</p> <p>Off TJ 30</p>	<p>On TJ - reflective portfolio for observations, pupil tracking and assisting with teaching. Supervisor reports for delegated part lesson, pair, or group activities within lessons to contribute to portfolio.</p> <p>Off TJ - written reports and computer-based assessments. Participate in arrangements for the review of their own contribution to teaching and learning and individual performance - this could be in the form of a final project. Building up a portfolio of evidence against KSBs assigned to assessment methods in the EPA</p>







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