OrangeMoon EDUCATION



Qualified Teacher Status through work-based learning

Teacher Apprenticeship

Fee-free salaried online teacher training
Information for employers

What is Orange Moon Education?

Orange Moon Education is a consortium of leading education specialists and training providers who share a common goal centred around improving outcomes for children and young people.

We have partnered with leading universities, multi-academy trusts, teaching school alliances, SCITT providers and schools to deliver a QTS accredited apprenticeship with a PGCE option that blends pedagogic models and academic theory with practical on-the-job training and support.

Our programme helps to combat the prevalent recruitment issues across the education sector, supporting schools in succession planning and facilitate schools in maximising the full potential of their workforce.

In recent years, there has been a noticeable, renewed interest in teaching as a career; more individuals seem to want to make a meaningful contribution to society and young people.

OME has identified an exciting opportunity to build capacity in the teaching profession and has developed a flexible and customisable Postgraduate Teaching Apprenticeship (PGTA) programme, aimed at bridging the gap between those aspiring teachers and their dream career.

Our PGTA delivery team consists of education sector specialists with a proven track record in operating as ITT and apprenticeship providers.



Orange Moon Training and Orange Moon Education

Orange Moon Training (OMT) has been established since 2010 and over the years has become the leading workbased training provider delivering specialist training solutions to Schools, Settings, Childcare providers and individuals across our six regions.

Our mission is to improve outcomes for children by providing high quality training to childcare and education practitioners.

Orange Moon Education (OME) is a sister company offering the Post Graduate Teacher Apprenticeship (PGTA) training in partnership with OMT, Link3 Recruitment, Bradford 0-19 SCITT (schools centered initial teacher training), Teaching Alliances and Multi academy Trusts, together forming the OME Consortium.

"Helping you, help children succeed."

Daisychain Nurseries

Torwood House School and Nursery

Just Childcare

Dunkirk Primary School

PLAY STATION NURSERY

Leading the way WELLSWAY MULTI ACADEMY TRUST www.wellswaymat.com

OMT is the lead organisation in the OME consortium.

We are approved to deliver nationally and internationally recognised vocational qualifications from level 1 to level 5 as well as government funded training programmes including apprenticeships, traineeships and other specialist CPD programmes.

Our delivery team are sector specialists with many years experience working as head teachers, teachers, teaching assistants, childminder educators, nursery managers and nursery practitioners.

We deliver training opportunities across the Midlands, Yorkshire, Manchester, Bristol, Essex and Kent, providing programmes designed to meet the individual needs of our schools and early years settings.

OrangeMoon TRAINING

Introduction

The Postgraduate Teacher Apprenticeship (PGTA) is a 12-month, fully funded and salaried teacher training programme, with flexible entry points which leads to Qualified Teacher Status (QTS). Whilst this collaborative teacher training programme offers 'on the job' training, it also poses as an ideal opportunity for education establishments to upskill existing graduate support staff, whilst keeping them in paid employment within your school. It can also open up opportunities to recruit new graduate trainee teachers.

Our tailored programme produces well-rounded and inspiring teachers, who have your school's philosophy ingrained within their daily practices. Whether your workforce contains ambitious Teaching Assistants, staff employed in a non-teaching role, or any stand out graduates within your school, our flexible teacher training programme enables you to maximise the full potential of your workers by enrolling them onto a work-based learning route to Qualified Teacher Status. Our unique blended learning model combines school-centred initial teacher training, classroom-based professional studies and online tuition.

Upon enrolment, apprentices can choose to specialise in early years, primary education or a specific subject at secondary level.

In addition, our PGTA programme carries no direct cost to either the Trainee or school for the teacher training; ITT costs of up to £9000 are covered by utilising the Apprenticeship Levy.

Importantly, the Levy can be accessed by all schools.

As an approved Register of Apprenticeship Training Providers (RoATP) organisation, **OME** will provide executive level guidance on how to access and utilise the Apprenticeship Levy.

Grant funding of between £4,500 and £19,400 is available for eligible schools to support the costs of employing the trainee.

The grant amount will depend on the subject of the ITT course and the location of the school that the trainee is employed in.

In addition, and a temporary measure as part of the government's response to the current pandemic, schools are offered an incentive up to £2,000 to recruit a new trainee.



Course Overview

Our unique course is designed to help teachers to fulfil a wider teaching role (including that of pastoral care) within their chosen educational context.

This course will provide learners with Qualified Teacher Status (QTS) and the option to obtain PGCE at Masters level and working closely with specialist staff, your aspiring teachers will gain the knowledge, skills and understanding needed to become a successful newly qualified teacher.

The relationship between theory and practice is second to none throughout the duration of the course. Extensive periods of time are spent working with children in at least two placement schools.

In fact, 120 days are school-based, allowing a vast amount of time to be spent both learning and implementing learning into practice.

A blended learning model is used throughout the course, containing both online and classroom-based teaching and mentoring.



Whilst the course builds upon subject knowledge and independent study skills throughout, your Trainee will have already acquired many of these skills at Undergraduate level.

Our school-based sessions place a significant focus on the professional skills needed by all successful teachers. Course tutors work closely with managers, mentors and teachers in our learning and training environment to provide learners with advice and support for the progressive development of their teaching expertise.

The Trainee will be assessed largely in their home school, but will have one other assessed school placement. Assessment is carried out across both placements, and marked against the Teachers' Standards.

Opportunities to gain experience of a secondary school, alternative provision or special school is offered, in order to widen their skillset and broaden horizons.

During the school placement, learners will work alongside experienced teachers and mentors, who will provide advice and support along the way, introducing learners to myriad teaching theories.

They will be introduced to their new role in stages, beginning with observation and work with individual pupils, progressing to small group work, and eventually teaching whole classes.

Bespoke Workplace Learning

Our PGTA programme offers a simple, effective route for primary and secondary schools to make use of the Apprenticeship Levy to train their existing Teaching Assistants and other eligible staff members as home-grown teachers. This unique opportunity allows schools to unlock the full potential of their workforce and start to 'grow your own' teachers throughout our collaborative 12-month programme. We will also give opportunities for you to recruit graduates who will be working in your schools.

Bespoke Programme

We do not take a 'one size fits all' approach to the learning and development of our trainees.

There is a large emphasis on individual progression and a personalised pathway towards fulfilling the specific needs and circumstances of their employer.

It is of paramount importance to us that we conduct an initial self-assessment, aligned with the Teachers' Standards, which ensures our offering of a bespoke programme designed to develop the necessary skills, knowledge and behaviours as defined by the Institute for Apprenticeships and Technical Education (IfATE).

Each school is encouraged to input into the bespoke design of PGTA programme to be delivered in its school.

Off The Job Training

Trainees undertake the course whilst employed for a minimum of 30 hours per week.

Within this time, they must allocate at least 20% of their working hours to 'off-the-job' training for activities such as independent study, in-school training, attending courses/training days and focused visits to other schools.

This 'off-the-job' training time may include PPA time, inset days and breaks between terms brokered with the agreement of individual trainees and the school.



Programme

Trainees are given the opportunity to observe the very best of professional practice, equipping them with the confidence and skillsets to work in a wide range of settings, including those more challenging circumstances and experiences.

Our exciting outlook on the programme includes:

- A fresh and diverse way of training to become a teacher
- Learning by listening to and observing 'good' and 'outstanding' teachers
- Practicing teaching skills with groups of students
- Support from an experienced school mentor
- Being treated as a member of the school staff with increased potential for a permanent position upon completion



Delivery

The programme covers essential elements of pedagogy including how to support high levels of pupil engagement progress.

It also ensures the we develop the necessary knowledge, skills and behaviours required of a teacher.

We track and monitor the progress of your apprentices using our bespoke ePortfolio platform, which allows you additional insights, engendering productive feedback so you can follow their journey to becoming a reflective practitioner and inspiring teacher.



Programme Delivery

We offer enhanced opportunities for all stakeholders through collaborative working, professional discussions and support which includes:

- classroom collaboration in support of pupils' progress
- shared timetables, enhanced wellbeing support
- weekly joint planning and review meetings
- mutual professional support between apprentices
- guidance from mentors and trainers
- access to shared resources
- shared strategies for assessment and behaviour management

Paired placements can also have a positive impact on pupil learning with the additional adult support for your pupils and importantly, economies of scale and financial benefits.

Programme Stages

Our ambition for apprentices is to complete the QTS element of the programme as a 'good' or 'outstanding' professional with Qualified Teacher Status, and the overall apprenticeship programme with a 'merit' or 'distinction'. This demands that OME upholds the highest standard of teacher training.

The programme is comprised of 3 stages as follows:

STAGE 1 - Pre QTS: The most flexible element of the programme designed to ensure all trainees are fully prepared to engage with the QTS programme

STAGE 2 - QTS: Designed to ensure the trainees meet all aspects of the teaching standards

STAGE 3 - EPA (End Point Assessment): This is the process by which an independent end point assessment organisation (EPAO), from OME, is appointed to assess the Trainee to verify that they meet all aspects of the overarching PGTA programme. Trainees will be graded with pass, merit or distinction.

The Apprenticeship is not complete until all 3 stages of the programmes have been assessed.



Pre QTS Training

The QTS programme is an integral part of the PGTA, and it sits at the heart of our overall provision.

One key benefit of the OME PGTA is that it is not only aimed at those who have worked within the education sector prior to enrolling.

It opens a fresh training opportunity to those who meet the core entry criteria, but may have varying degrees of experience within a school setting. Thus, creating a web of trainees with diverse career backgrounds.

It is likely that most entrants will require a tailored programme of pre QTS training, designed to provide them with the necessary skills, knowledge and behaviours which will further enable them to successfully embark on the QTS element of the programme.

Our pre QTS training aims to ensure no trainee is disadvantaged. The length and content of the Pre QTS programme will be determined during the IAG (Information, Advice and Guidance) phase of the enrolment process.

The pre QTS stage is highly flexible and customisable, schools will have the opportunity to shape the design and content to meet the needs of both the school and trainee.

Length of training programme

The apprenticeship typically takes 12 months to complete and consists of 80% on-the-job training and 20% off-the-job training.

Although the legal minimum duration of the programme is 12 months, the actual duration is largely determined by the pre QTS element.

Learners may have completed their undergraduate some time ago, and perhaps require an extended pre QTS stage to fully prepare for engagement with the QTS programme.

Converting EYTS to QTS

Apprenticeships can be used to upskill someone who hold Early Years Teacher Status (EYTS) to a newly qualified teacher with QTS.



What is an Apprenticship

An apprenticeship is a job with training.

The apprentice will gain the technical knowledge, practical experience and wider skills and behaviours that they need for their immediate job and future career.

The apprentice gains this through formal off-the-job training and the opportunity to practise these new skills in a real work environment (on-the-job training).

Apprenticeships already cover a wide range of roles within schools, and a range of educational levels including;

- Intermediate apprenticeships: Entry level programmes at Level 2, equivalent to five GCSE passes at Grades A* to C, or 9-4
- Advance apprenticeships: level 3 & 4, equivalent to two A-Levels
- Higher apprenticeships; level 5 to 7. Degree level, with many now incorporating a Bachelor's (level 6) or Master's degree (level 3) aimed at senior leaders and practitioners

Apprenticeship Programmes are:

- A structured programme of learning developed by the sector
- Designed by the sector e.g. schools, nurseries, local authorities
- A set of skills, knowledge and behaviours identified by the sector as being essential for the successful performance of a qualified apprentice in a particular role. Orange Moon Training always embed formal qualifications in the programme where it is not mandated.
- Regulated by the Institute for Apprenticeships and Technical Education (IfATE).
- A contract between employer, learner and training provider
- Bound by the key legal requirements of a minimum 12 month duration and that the apprentice must be given 20% of their paid time for their apprenticeship training. How this is allocated is agreed by the apprentice, employer and training provider at the start of the programme.

Education & Skills Funding Agency

Apprenticeships

How are apprentices funded

the apprenticeship levy

Apprenticeships are funded by both employers and the government. If you an employer with a pay bill of more than £3 million, you are required by law to pay the apprenticeship levy at a rate of 0.5 of your paybill. The government will top up the amount you pay by 10%.

These apprenticeship levy funds are paid into your apprenticeship digital account. You can only spend the levy funds on apprenticeship training, not wages and funds have to be committed within 24 months.

Funding the training

The full costs of training the apprentice, including QTS to meet the Teaching Standards is met from levy funds held by the school either directly or on behalf of the school by the body responsible for paying schools staff salaries.

Funded by the government through apprenticeship funds held by either an employer directly, your trust or your local authority (if you are a school) or central government. An apprentice must not be made to pay for any element of the delivery of the apprenticeship programme.

Additional Incentives

The government has provided additional temporary support to help businesses and the economy recover from the impact of the coronavirus (COVID-19) pandemic.

Employers who hire a new apprentice between 1 August 2020 and 31 March 2021 can claim financial incentives from the government. For apprentices aged:

- 16 to 24, you'll receive £2,000
- 25 and over, you'll receive £1,500

The incentive payments are different to apprenticeship levy funds, you can spend it on anything to support your organisation's costs.

For example, on uniforms, your apprentice's travel or their salary. You do not have to pay it back

You can use apprenticeship training to:

- fill key skill gaps in your business
- boost employee motivation by investing in their development
- improve retention



Benefits of the OME PGTA Programme

- **Fully funded Teacher Training:** ITT costs of up to £9000 are covered by utilising the Apprenticeship Levy, leaving nothing to pay for the apprentice or employer. Grant funding of between £4,500 and £19,400 is available for eligible schools to support the cost of employing the trainee.
- **Apprenticeship Incentive:** Receive up to £2000 per trainee towards the cost of employing a new trainee.
- **Maximize the full potential of your school workforce:** Identify, upskill and harness the abilities of your existing teaching and learning support staff to an able you to grow your own.
- **Salaried route to Qualified Teacher Status:** Provide your workforce the opportunity to earn a salary as they learn and strive towards QTS.
- **QTS awarded by DfE:** Each trainee is assessed for QTS alongside the twelve-month apprenticeship programme, which sees the teacher move to the qualified teachers' pay scale upon completion.
- **Executive level guidance through Apprenticeship Levy:** As an approved RoATP organisation, OME provide high-level support in accessing and utilising your Apprenticeship Levy and how levy funds can be transferred between organisations.
- **Online Progress Tracking:** Easily track and monitor the trainee progress, assessment data and evidence in our bespoke ePortfolio platform, linked to the teaching standards.
- **Paired Peer Placements:** The DfE aims to promote the value of paired placements. This is a strategy that links closely with our key principle of working in collaboration; we have matched their vision by implementing paired placements across our partnership schools.
- **Blended Learning Model:** Offers accessible and flexible online academic study, complemented by classroom based professional studies and practice.
- **Focused subject Enhancement Days:** During the course, we offer customised subject based training with the subsequent opportunity to explore the new skills and strategies within classroom settings
- **Local expert ITT Commissions:** We recognise the importance and benefit of working with local specialists, who have in depth, local knowledge of the schools in which our trainees are placed, but also the local community in which each school is situated. The local ITT team normally include school leaders and other expert ITT tutors.
- **Reciprocal benchmarking service:** To maintain consistent standards across the phases and geographical areas, we will visit each of our settings to quality assure the course content and the requisite skills being exhibited to obtain QTS. These will be shared and developed in collaboration with each school.
- **Multiple Entry Point Enrolment:** Flexible start dates throughout the academic year.
- **Extensive programme of teacher training:** Every trainee is entitled to a taught programme that explores in depth the skills required in the classroom. Examples of these necessary skills include Behaviour Management, Differentiation and Growth Mindset.
- **Level 7 PGCE following apprenticeship (optional):** We can provide routes for those who wish to progress towards a Masters level PGCE, through HE providers who will offer course content and be the awarding body.

Testimonials

I just wanted to say what a very positive experience I have found our relationship with Orange Moon to be. The people we recruited learned so much during their traineeships. Their enthusiasm was nurtured and their skills and confidence really increased. Having them on placement with us was a very positive experience for the children in our care.

We have just agreed to take on four apprentices and there are another two who are working part time for us on temporary contracts and gaining work experience.

Many thanks to both you and Carol for being truly excellent, professional, kind and nurturing tutors.

Sarah Brisley MA, Headteacher, Woodcroft Nursery School

Early Foundations Teaching School Alliance and Orange Moon Training have been working in partnership for the last 2years. As a training provider they have supported the alliance in training and recruiting 60 TA's for the schools and settings we partner with and 95% of the trainees have now gained employment as Teaching Assistants in schools or Early Years setting. The quality of support provided to the learners and the employers has been the best we have experienced. I have successfully recruited 3 members of staff from the trainee placements for my own school.

I personally wanted to thank Orange Moon for the quality of service they have provided and will continue to work with them in the future."

Panna Nagar - Director of Early Foundations Teaching School Alliance

I have found the guidance from everyone at Orange Moon to be swift, accurate and intuitive. Setting up new training routes can be challenging but the leadership evinced and knowledge that has been shared has made the process much easier. I have also been impressed with the sense of moral purpose behind the planning and there is a sense of drive and belief when discussing new training opportunities. The seemingly daunting administration process for apprenticeships has also been helpfully navigated for us; a good partnership has been forged with a like-minded team.

Jon Gallop, ITE Coordinator - Wellsway Multi Academy Trust

"My training with the Bradford Birth to 19 SCITT was a fantastic experience that prepared me for the rewards and challenges of teaching. Practical experience from day 1 is definitely challenging, but I feel it was vital to get a feel for teaching and I would recommend it as a pathway to anyone considering teaching, especially if you are coming from a different industry or profession. I was supported all the way through my training year by an experienced and respected tutor, and the weekly sessions helped develop my own teaching style".

Jonathan Woolley - Bingley Grammar School

The Orange Moon Education consortium

Orange Moon Training:
A specialist training provider providing high quality training to childcare and education practitioners approved to deliver vocational qualifications from level 1 to 5 and government funded training programmes including apprenticeships and traineeships.

Bradford Birth to 19 SCITT:
A DfE approved SCITT (Schools Centered Initial Teacher Training) Provider, selected by us to deliver the QTS element of the PGTA programme.

Link3 Recruitment:
An award-winning recruitment agency, operating within the education sector, serving schools across the UK. Currently working in alliance with Nurseries, Academies, Primary Schools, Secondary Schools, Multi-academy trusts.

in partnership with

LINK3 RECRUITMENT

BRADFORD BIRTH TO 19 SCITT
St Edmund's Nursery School

Eligibility

To be eligible for apprenticeship funding applicants must be

- Aged 16 or over
- UK or EEA Citizen AND have lived in the UK or EEA for the 3 years prior to starting the apprenticeship
- Other individuals who have a valid and eligible residency status or certain immigration status

and hold:

- Grade C/4 or equivalent in GCSE English and Maths
- Grade C/4 GCSE in a Science subject if they intend to teach pupils aged 3–11
- A 2.2 bachelor's degree or higher (or equivalent) for entry to graduate Initial Teacher Training (ITT)

Next Steps

Contact
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