OrangeMoon EDUCATION



Qualified Teacher Status through work-based learning

Post Graduate Teacher Apprenticeship (PGTA)

Fee-free salaried teacher training
Information for employers

What do we do?

Orange Moon Training provides high-quality specialist training for childcare and education support professionals to help raise standards and enable children and young people to reach their full potential. We offer a range of apprenticeships to schools in order for them to upskill their current staff or build capacity.

Following the COVID crisis schools have found it increasingly difficult to recruit teachers. The Government's aim for 2022-2023 is to recruit 32,600 teachers. Orange Moon Training can help schools with the recruitment of high-quality staff.

Our programme offers salaried on the job training for apprentices employed by a school with a fee-free route to Qualified Teacher Status (QTS). This means a Post Graduate Teacher Apprenticeship (PGTA) course suits those already employed in a school setting as well as those joining a school as a new PGTA apprentice.

Our PGTA delivery team consists of education sector specialists with a proven track record in operating as Initial Teacher Education (ITE) and apprenticeship providers.



What is a PGTA?

The Postgraduate Teacher Apprenticeship (PGTA) is a 12-15 month, fully funded, salaried Teacher Training programme, with flexible entry points, which includes Qualified Teacher Status (QTS).

It is a collaborative teacher training programme which offers on the job training and weaves in bespoke specialist support where required. Each apprentice will complete 3 placements in schools. 2 of these placements will be in their 'host' school. 1 placement must be in a contrasting educational setting e.g. a different Key Stage.

For example,
Placement 1 – School A
Placement 2 – School B (alternate Key Stage)
Placement 3 – School A

It is the apprentice's responsibility to find the alternative placement school with support from their Host School. OMT may be able to support with this.

Upon enrolment, apprentices may choose to specialise in Early Years, Primary Education, SEND or a specific subject at Secondary level.

Our tailored programme produces well-rounded and inspiring teachers. This is largely due to our learning model offering a blended approach of school-centred initial teacher training, classroom-based professional development and online tuition.

What is an Apprenticeship?

- A structured programme of learning developed by the sector, essentially a job with training
- Designed by the sector .e.g. schools, local authorities, NASBTT
- 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.
- Registered by the Institute for Apprenticeships and Technical Education (IfATE)
- A contract between employer, learner and training provider
- An Apprenticeship is bound by two key legal requirements: a minimum 12-month duration and the apprentice must be given 6 hours per week 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
- Is subject to the apprenticeship minimum wage currently £4.81ph in recognition of the free training and mentoring the apprentice receives whilst they are an apprentice. This rate will rise to £5.28 from April 2023. Schools will typically pay a higher rate anywhere from the apprentice minimum wage to the unqualified teacher rate of £19,340 from Sept 2022.
- An apprenticeship enables you to gain valuable 'on the job' experience while earning money from day one. A PGCE is an alternative study route but you won't earn a wage while studying. An apprenticeship also allows you to build relationships with schools and employers in the Education sector.

Benefits of an Apprenticeship

The benefits are that schools can:

- grow their own staff
- build capacity
- develop their internal staff team
- support staff development meaningfully
- help address the recruitment crisis
- support individuals into the profession in a professional way with training and so set them up to succeed to be a strong member of staff
- addresses equality and diversity in recruitment in a proactive meaningful way

The benefits to the individual are they:

- receive quality training to help them progress
- do NOT have to pay to do the training
- are supported to enter the profession, earn, learn and succeed
- if the training goes well and there is an opportunity within the school, they may be employed by the school

Apprenticeships

Apprenticeship Myths

Myth 1: Apprenticeships are for people who do not perform well academically

FALSE
One of the biggest misconceptions around apprenticeships is that they are only suitable for people who do not perform well academically or aren't 'cut-out' for university. Our PGTA apprentices must have at least a 2:2 university degree in order to be eligible for the course so they have already demonstrated a high level of academic achievement.

Modern day apprenticeships, such as our PGTA, consist of on-the-job training and 6 hours off-the-job time which results in an industry recognised qualification – Level 6 Postgraduate Teacher Apprenticeship with Qualified Teacher Status in this case.



Myth 2: Apprenticeships are only for manual or trade jobs

FALSE
There are now over 600 different types of apprenticeships available in the UK covering a wide range of professions from nursing and education to finance and law. The PGTA is a relatively new apprenticeship in the UK which has been successfully running since 2018.

Myth 3: Apprenticeships don't provide you with any useful qualifications for your future career

FALSE
All apprentices who successfully complete their PGTA will be awarded an industry-recognised qualification that they can carry with them for the rest of their career. Our PGTA course is equivalent to a Bachelor's Degree. As a qualified Level 6 apprentice, you would also have a great deal of hands-on job experience which is always invaluable to employers. It demonstrates a good level of occupational competence which can be seen as an advantage over other job applicants when and if you apply for teaching positions in schools

SCITT Partner

Orange Moon Training engages with SCITT partners to deliver the QTS element of the apprenticeship programme. This is done through weekly online teaching and learning sessions. However, Orange Moon Training oversee the whole apprenticeship.

SCITT partners are approved by the DfE to deliver the QTS part of the program. The SCITT partner will run weekly online sessions for the apprentices to attend. Schools must facilitate the attendance of every session by the apprentice as these sessions enable the apprentice to achieve QTS.

Off the job training

PGTA apprentices are entitled to 6 hours per week for off the job training. They should not be teaching or overseeing the class during this time.

The 6 hours, off the job time, should be in paid work time and should be used for:

- **attending the SCITT teaching and learning session**
- **teaching and support from the OMT tutor during work time**
- **working on tasks, carrying out research, completing written tasks during work time**
- **mentor meeting/mentor support**
- **staff training relevant to the apprentice**
- **peer observations, observing expert colleagues, shadowing or visiting other schools**
- **PPA time may or may not be included in the off the job training time.**

This should not just be 6 hours unfocused, non-contact time.

Schools may choose to offer the 6 hours off the job time in any way that works best for their setting including half terms, providing the apprentice can attend the weekly sessions with the SCITT provider.



Cost

Our PGTA programme carries no direct cost to either the apprentice or school for the teacher training; the ITE costs of up to £9,000 are covered by utilising the Apprenticeship Levy.

The Apprenticeship Levy is funding held by the host school and their umbrella organisation.e.g. trust, local authority who continually make payments into their levy fund. The fund can only be spent on training apprentices. Orange Moon Training can support schools to access their apprenticeship levy if required. Apprentices are not required to source their own funding.

If the school is a non-levy paying employer, or they have exhausted their levy funds, they will need to pay 5% as an employer contribution towards the total cost of the apprenticeship with the remainder paid by the Government.



Bursaries

From time to time, the DfE will offer bursaries for certain subject areas which they deem high priority in terms of recruitment. These priorities can vary each year. Orange Moon Training will advise the school of any prevailing bursaries available.

Grants

Occasionally, government grants are available to meet certain criteria, e.g. covid grants. OMT will obtain at the poitn of enrolment.

Eligibility

To be eligible for apprenticeship funding applicants must be:

- Aged 16 or over
- A UK or EEA Citizen OR have lived in the UK or EEA for the 3 years prior to starting the apprenticeship with valid Residency Status

And hold:

- Grade C/4 or equivalent in GCSE English, Maths and Science (Please note if you do not have UK GCSE certificates, you will need to obtain Equivalency certificates. There may be a small cost involved in obtaining these.)
- A 2:2 bachelor's degree or higher (or equivalent) for entry to graduate Initial Teacher Education (ITE)

Alternative Placements

It is worth noting that a primary apprentice will need to spend a 6-week block in another school. For example, if they are employed in a Key Stage 2 class in their Host School, they would need to find a placement in another school, in an alternative Key Stage – Key Stage 1 or EYFS.They will be expected to plan, teach and asses a whole class in this placement too.

The purpose of the alternative placement is for the apprentice to gain experience in a different Key Stage. It is also beneficial to learn how other schools plan, teach and assess. The apprentice may also get experience of different catchment areas and the diversity within these.

During this 6-week placement, the Host School is responsible for paying the wages of the apprentice. Some schools within a Trust or within a specific area, opt to 'swap' apprentices for this second placement.

Please note that if the apprentice was previously employed as a Teaching Assistant in the Host School, once they start their PGTA course, they will not be able to continue with the Teaching Assistant role alongside the PGTA. Their role will be unqualified teacher (apprentice). Schools need to be aware of this and ensure they can commit to allowing the apprentice sufficient time and support to get the most out of the course. Part of this commitment is ensuring the apprentice has a School Mentor who is available to support and guide them through their learning journey.

Intensive Training

The government has implemented updated guidelines for the year 2024/2025, now incorporating four weeks of Intensive Training and Practice (ITAP) into the apprenticeship program. Intensive Training and Practice will focus on specific, foundational, or pivotal areas of the ITT curriculum.

It will also demonstrate and build the interplay between evidence-based theory and practice, engaging trainees in critical analysis, application of learning to classroom practice, and focused feedback on such practice.

The apprentice needs a minimum of 4 weeks (20 days) Intensive Training and Practice (in addition to general school placements, does not need to be delivered in a single block)

Time allocated to the Intensive Training and Practice element should be additional to the 24 weeks (120 days) spent on general school placements.

Contracts

Any apprentices enrolling on the PGTA course will need to be employed by a school as an unqualified teacher and, in maintained schools, paid on the unqualified teacher pay scale for the duration of the apprenticeship. Non-maintained schools can pay the apprentice according to their pay policy. (This may be more or less than the unqualified teacher pay scale.)

Wages are paid by the school as that is who the contract of employment sits with. For the purposes of Orange Moon Training, this school will be referred to as the 'Host School'.

Running alongside the contract of employment, there will also be an apprenticeship contract with Orange Moon Training. The contract is between the apprentice, Orange Moon Training and the Employer (school or umbrella organisation). This contract will be specifically for the apprenticeship and will cover the teaching and learning, roles and responsibilities.

The apprentice is expected to spend at least 80% of their time in school in their role as an unqualified teacher and an average of 6 hours per week working on 'off the job' activities. Schools must ensure 'off-the-job' training is protected time for the apprentices as far as is reasonably practicable.



Roles and Responsibilities

Role:	Responsibility:
Apprentice	To engage in teaching sessions, self-study and online learning. To be responsible for their own learning. To be compliant with all school policies. To be compliant with Orange Moon Training policies.
School Mentor	To support the apprentice in accessing school policies, understanding school routines, procedures and processes. To advise and guide the apprentice in regard to planning within the school's framework. To carry out weekly observations and meetings with the apprentice. To enable the apprentice to be exposed to school activities to embed their learning. To liaise with the OMT Tutor.
OMT Tutor	To provide high quality teaching and learning across the programme. To be the main contact for the apprentice, the school mentor and SCITT partner. To resolve queries. e.g. from the apprentice, school mentor, SCITT partner. To offer support and guidance to the apprentice and the mentor, as required through all stages of the apprenticeship programme. To carry out formal observations and assessments of the apprentice.
Quality Assurance Role	To observe the Orange Moon Training Tutor's practice to ensure learners receive a high-quality teaching and learning experience. To talk to learners about their experiences and how these can be improved, where necessary. To sample learners assessed work and assessment records. To lead standardisation activities with Orange Moon Tutors to ensure a high-quality experience for all. To moderate the work of all learners to ensure accurate and valid judgements.
End Point Assessor	To independently quality assure the assessment judgements of the Orange Moon Tutor through: An observation of teaching alongside the school mentor A professional dialogue and interview To award a grade to the apprentice grade of either Pass or Distinction.

Apprentices

The apprentice should

- Attend all online learning sessions and school-based sessions (where possible. Illness should be reported according to school/ Orange Moon Training policy).
- Ensure they are compliant with all school policies.
- Take responsibility for their own learning. Ensure their e-Portfolio is kept up to date, this is a condition of their continuation on the course.
- Engage in weekly meetings with the School Mentor.
- Ensure reflections on QTS lessons are completed on the SCITT provider systems
- Ask for support/advice as and when needed.
- Take on board advice given by tutors and school mentors.
- Complete agreed SMART targets
- Always maintain a professional manner.
- Maintain regular communication with Orange Moon Training.
- Understand that the training will be terminated if satisfactory progress is not achieved or if one of these expectations is not met, following appropriate interventions and support.

The apprentice is ultimately responsible for their own learning. The tutor and School Mentor will support the apprentice in accessing online lessons, carrying out research, observing expert colleagues and working on assignments.

The apprentice is expected to engage in self-study as well as the structured programme of off the job training, and be responsible for their own time management when working towards their off the job hours.



School Mentor

A School Mentor may be the class teacher, a more experienced teacher within the school or a member of the leadership team. As a School Mentor it is their responsibility to support the apprentice in accessing the school's policies and procedures and ensuring they understand the day-to-day routines of the school. It will also be their responsibility to advise and guide the apprentice with regards to planning and assessing learning within the class they are placed in.

The School Mentor should have the time and resources to ensure they can fully support the apprentice.

A School Mentor should ensure information is shared with the apprentice about the day to day running of the school, school policies and expectations of the apprentice. Sufficient information should be shared with the apprentice prior to the course commencing to ensure they can prepare effectively.



School Mentors should ensure:

- The Apprentice receives 6 hours off the job time each week. This is time for the apprentice to access lessons, carry out research, observe expert colleagues and/or work towards their assignments.
- Provide any resources the apprentice may need (in line with school policy as would normally be provided for a teacher).
- Support the apprentice in their research through sharing appropriate data, information and policies as needed (in line with GDPR guidelines).
- Ensure the apprentice gets a well-rounded experience in school through facilitating attendance at staff meetings, professional development training in school, parent's evenings and before/after school provision. Thus ensuring the apprentice is exposed to a wide variety of experiences and activities within the life of the school.
- Carry out and record weekly observations of the apprentice. Assess against the Teacher Standards.
- Hold and record a weekly Mentor Meeting with the apprentice.
- Ensure One File (Orange Moon Training's eLearning system) is kept up to date by the apprentice.
- Ensure any other online records are kept up to date by themselves and the apprentice.
- Work with the apprentice to set, monitor and review weekly SMART targets.
- Maintain regular contact with the Orange Moon Training Tutor.
- Inform Orange Moon Training if apprentices are considered to be a cause for concern.

*Please see separate Mentor Handbook for more detailed information. OMT will also provide specific Mentor Training. Please contact pgta@omtraining.co.uk for further details.

OMT Tutor

When completing a PGTA with Orange Moon Training, the apprentice will be assigned a Tutor. This person will be the point of contact throughout the course for both apprentices and school mentors. The tutor can be contacted at any time by the apprentice and/or school mentor to seek advice and guidance.

The tutor will assign tasks and assignments and teach lessons to prepare the apprentice for their End Point Assessment with an external body. The apprentice may also have teaching and learning sessions led by other Orange Moon Tutors.

In addition to this, the apprentice will be allocated a SCITT Tutor. This person will provide the teaching and learning for the award of Qualified Teacher Status (QTS).

The apprentice will have formal observations and meetings by a Tutor on behalf of Orange Moon Training and the SCITT provider. This allows us, as a company, to quality assure and ensure the apprentice is getting the high-quality Teaching, Learning and Support we pride ourselves on.

The tutor will ensure they carry out monthly check ins with the apprentice and bimonthly reviews with both the apprentice and school mentor. The tutor may well have more contact than this as they will be in contact with the apprentice to set learning tasks and advise/support as necessary.

Quality Assurance Tutor

Quality Assurance is built in to the PGTA course. 3 formal observations are carried out throughout the course by an Orange Moon Training tutor. The observations are carried out alongside the school mentor to quality assure the process as well as judgements made.

Assessment

The apprentice will be assessed largely in their host school but will have one other assessed school placement. Assessment is carried out across both placements and evaluated using the Apprenticeship Standards which incorporate the Teacher's Standards.

We use a variety of methods to assess our apprentices – discussion, observation, assignments, reflective accounts, projects.

The final assessment for the Postgraduate Apprenticeship is carried out through an independent agency called an End Point Assessment Organisation (EPAO). The assessment itself is called the End Point Assessment or EPA for short. The assessment takes the format of a formal lesson observation alongside the School Mentor, followed by a professional discussion. This is carried out by an independent body to ensure we safeguard the quality of the course we deliver.

Apprentices can be put forward for their EPA no sooner than 1 year and 1 day after the date of enrolment. They may complete the QTS part of the course prior to the EPA but it is still important that the EPA is completed in order to be awarded the Level 6 Postgraduate Teacher Apprenticeship Award. Apprentices will either receive a pass or a distinction from the EPAO. The apprenticeship certificate will be issued directly to the school by the Education and Skills Funding Agency (ESFA) or the Institute for Apprenticeships and Technical Education (IfATE).

Programme Stages

Our ambition for apprentices is to complete their overall apprenticeship with a distinction grade and gain Qualified Teacher Status. We recognise that this demands that Orange Moon upholds the highest standard of initial teacher education.

← mininum 12 months →			← up to 3 months →
PRE-QTS	**QTS**	**POST-QTS**	**External Assesment (EPA)**
1-3 Months	**10 Months**	**1-2 Months**	**1-3 Month**
The most flexible element of the programme designed to ensure all apprentices are fully prepared to engage with the QTS element of the programme.	Designed to ensure the apprentices meet all aspects of the teaching standards.	This module is focussed on preparing the apprentice for two important events: 1. Engaging apprentices on the early career framework (ECT). This is a framework of standards to help early career teachers succeed at the start of their careers 2.End Point Assessment (EPA)	This is the process by which an independent end point assessment organisation (EPAO) is appointed to assess the apprentice to verify that they meet all aspects of the overarching PGTA programme. Apprentices will be graded with pass or distinction. This concludes the apprenticeship. The awarding of QTS is linked to the successful completion of the EPA.
← 12 - 15 months →			

After the programme

Once the apprentice has completed their apprenticeship and EPA, they can:

- be employed as a teacher in their host school
- revert to their previous role .e.g. HLTA
- not be offered a teaching position in the host school and therefore look for and apply for a job elsewhere.

Why choose PGTA Training

- **Fully funded Teacher Training:** Training by utilising the Apprenticeship Levy, leaving nothing for the apprentice to pay.
- **Salaried route to QTS:** apprentices earn a salary while they learn, develop and strive towards QTS.
- **QTS awarded by DfE:** Each apprentice is assessed for QTS alongside the 12-month apprenticeship programme, which sees the teacher move to the qualified teachers' pay scale upon completion.
- **Online Progress Tracking:** Record and track progress, assessment data and evidence in our ePortfolio platform, linked to the teaching standards. This is also available for School Mentors and ITE providers to monitor progress.
- **Paired Peer Placements:** We align ourselves with the DfE aim of promoting 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 providing the option of paired placements across our partnership schools.
- **Blended Learning Model:** Offers accessible and flexible online academic study, complemented by classroom and work 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.
- **Reciprocal benchmarking service:** To maintain consistent standard 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 participating school.
- **Multiple Entry Point Enrolment:** Flexible start dates throughout the academic year meaning you are not restricted to the traditional September start.
- **Extensive programme of teacher training:** Every apprentice 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.



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 - Futura Learning Partnership

"My training 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

“Helping you, help children succeed.”

Futura Learning Partnership

Calderdale Council

New Bridge Group

Dixons Academies Trust

Acorn Education Trust

Crescent Primary School

Clevedon Learning Trust

focus-trust

CAT Trust

City of Bradford Metropolitan District Council

Nottingham City Council

Raleigh Education Trust



Enquires & Onboarding
pgta@omeducation.co.uk

Olivia Marshall
0115 784 3980

OrangeMoon EDUCATION



Contact

0115 784 3980

pgta@omeducation.co.uk

www.orangemooneducation.co.uk