

## **Information sheet 015: Qualifications for teachers of:**

- **English (literacy)**
- **Mathematics (numeracy)**
- **English for Speakers of Other Languages (ESOL)**

### **General Introduction**

Teachers of English (literacy), Maths (numeracy) and English for Speakers of Other Languages (ESOL) work across all parts of the FE and Skills Sector. They may teach discrete groups of learners and/or work closely with teachers of vocational subjects to develop strategies that best support learners' basic skills needs.

### **Terminology**

Over the years different terminology has been used to describe the literacy, language and numeracy skills of adults. These terms include Basic Skills, Essential Skills, Skills for Life, LNE (Literacy, Numeracy, ESOL), LLN (Literacy, Language, Numeracy), Key Skills and most recently Functional Skills (English and Mathematics).

From September 2012 post-16 literacy and numeracy learners will be assessed through the Functional Skills qualifications. For the time being ESOL learners will continue to be assessed through Skills for Life ESOL qualifications.

### **Teacher qualification requirements**

In line with the FE Teachers' Qualifications (England) Regulations 2007, teachers of English (literacy), Mathematics (numeracy) and ESOL are required to gain a full teaching qualification at Level 5 together with a subject specific qualification at Level 5 (see below).

Under the 2007 regulations, two different roles are identified for teachers – the full teaching role and the associate role. Please note that all teachers of literacy, numeracy and ESOL are considered to be carrying out the full teaching role and must therefore gain a full teaching qualification at Level 5.

From September 2012, most of the current literacy and numeracy assessment will be replaced by Functional Skills assessment. Teachers of Functional Skills are required to have a full generic teaching qualification and currently are recommended to gain a subject specialist qualification. Many have already gained this for reasons of quality assurance as well as for their own professional development. The Review of Professional Qualifications to be published in May 2012 should determine whether this subject specialist qualification becomes a requirement for all Functional Skills teachers.

## **Which course should I take?**

All qualifications are mapped to the same standards, although there may be some differences in assessment. Courses may be validated by universities or by awarding organisations.

University validated qualifications may be offered at Level 6. Universities may use a variety of titles to describe these qualifications, such as PGCE/Post Graduate Diploma/Cert Ed in Post-Compulsory Education and Training (PCET).

Awarding organisation validated courses tend to be offered at Level 5, although they are not restricted to this level. Their qualifications sit within the Qualification and Credit Framework (QCF) and the titles used must be those set out below.

Courses are usually offered on a one-year full-time basis or a two-year part-time basis, and there are different routes that can be followed.

The most direct route for a new teacher is to take one course that integrates the generic teaching qualification with the subject specific qualification. These may be fully integrated and have the following titles:

- **Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector**
- **Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector**
- **Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector**

- **Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector**

or partly integrated and be called:

- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: Literacy)**
- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL)**
- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics: Numeracy)**

The partly integrated qualifications differ from the fully integrated qualifications in that all the subject specific content of the course is delivered in the first year of a two-year part-time course. Candidates may then join the second year of any generic FE teaching qualification.

A less direct and usually more expensive route for new teachers is to take the two separate qualifications at the same time - the generic teaching qualification for the Further Education sector plus the standalone subject specialist qualification:

- **Level 5 Diploma in Teaching in the Lifelong Learning Sector**

plus, depending on your area of specialism, one of the following:

- **Level 5 Diploma in Teaching English: Literacy**
- **Level 5 Diploma in Teaching English: ESOL**
- **Level 5 Diploma in Teaching English: Literacy and ESOL**
- **Level 5 Diploma in Teaching Mathematics: Numeracy**

For more information on the Qualifications and Credit Framework, including an explanation of levels, see [Qualifications Explained](#) .

## **Finding a course**

The FE Advice at LSIS web pages have regional lists of these specialist teacher training courses in England as well as regional lists of the generic teaching qualifications.

Alternatively, you can visit [www.talent.ac.uk](http://www.talent.ac.uk) and search their database of current courses. Please note that the majority of courses start in September/October each year.

## Entry requirements

To join a programme of study, candidates “will be required to demonstrate the underpinning process skills required to function effectively as users of Mathematics or English.” Skills must be demonstrated at level 3 of the Qualifications and Credit Framework (QCF) and typically will be assessed by the course provider in advance of the course start date. For further details visit [Entry Criteria](#)

Recently Level 3 qualifications have been developed for those who would like to teach literacy, numeracy or ESOL but who feel they need to develop their own skills and knowledge to a higher level before they enter a teacher training course. These new courses are called the **Award in English for Literacy and Language Teaching** and the **Award in Mathematics for Numeracy Teaching**. For more information read the [Level 3 qualification guidance](#)

To check availability of these courses, please go to the [searchable database](#) and search under Course type: personal skills and subject knowledge. Alternatively you can check with individual awarding organisations. You can find out which awarding organisations are offering the courses by checking on the [Ofqual Register of Regulated Qualifications](#) and enter the qualification name in the search criteria.

## Teaching practice

If you join a full-time course, your teaching practice hours will be organised for you by your course provider. You will undertake 100 hours of teaching practice during the year of your course.

If you join a part-time course, you will be responsible for arranging a sufficient number of teaching practice hours delivering your specialist subject. This equates to 50 hours of teaching practice for each year of a two-year part-time programme of study. If you are not already employed to teach English (literacy) Mathematics (numeracy) or ESOL, you will need to secure some part-time teaching hours (one two-hour class a week should easily cover the 50 hours per year requirement). If you cannot find any paid teaching, then you should try to negotiate an unpaid teaching placement, but be sure to check

with your DTLLS course provider that this is acceptable – some course providers have chosen not to accept voluntary placements.

The teaching must take place within an appropriate FE context such as a college of further education, adult education, offender learning, work-based learning, or a community or voluntary setting. You will need to have practice of teaching learners at different levels, including Entry Level and Level 1 or Level 2.

It is common to find literacy, numeracy and ESOL classes across all parts of the Further Education sector. If you cannot find a placement in your local college or adult education provision, you could try to find out what classes are running in your local community that are set up by community/voluntary organisations or faith groups. Your local council may be able to help with this information.

## Funding

In the academic year (2012-2013) you may be able to apply for financial support:

- If you are already employed to teach, your employer can apply to the [Institute for Learning](#) for a £400 grant towards the cost of your course.
- You can apply to Student Finance England for Initial Teacher Training financial support.
- If your course is validated by a university, you can apply for a £1000 bursary (£1500 if you are studying to teach Mathematics (numeracy)).

Please refer to the separate funding information sheet, available on request.

## Learning support practitioner

Standards and qualifications have been developed for learning support staff including those who specialise in supporting the literacy, numeracy and ESOL needs of learners. Please see our separate information sheet on Learning Support Practitioners (available on request) for more information.

## Volunteering

If you would like to volunteer and support the development of learners' literacy, numeracy or ESOL skills, please be aware that many organisations now require volunteers to undergo some training. This may be in-house training or a Level 2/3 qualification. To find out more, please contact your local providers of literacy, numeracy and ESOL courses. As already mentions, these are likely to be Adult Education Centres, FE Colleges, Prison and Probation Services, local voluntary and community organisations and work-based learning providers. You may also find the following organisations useful:

- [National Association for Voluntary and Community Action \(NAVCA\)](#)  
Phone: 0114 278 6636
- ['Do-it'](#) (part of Youthnet)
- [Timebank](#) Phone: 0845 456 1668
- [Volunteering England](#) Phone: 0845 305 6979

**This information was accurate at the time it was sent. Updates will be made as new information is received.**