



**EDUCATION & TRAINING  
FOUNDATION**

**MAKE A BIG DIFFERENCE:  
WORKING WITH LEARNERS WITH SPECIAL  
EDUCATIONAL NEEDS AND DISABILITIES**

**STARTING OR PROGRESSING YOUR CAREER IN THE  
FURTHER EDUCATION AND TRAINING SECTOR**

**ETFOUNDATION.CO.UK**

“

After 30 years I still get a buzz when students with SEN achieve and they show their delight.

GAIL LOMAS, MANAGER,  
MILTON KEYNES COLLEGE

”

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## WHO IS THIS GUIDE FOR?

**This guide is for you if:**

- you are planning to start a career in the further education and training (FE) sector working with learners with special educational needs and disabilities (SEND)
- if you already work with people with SEND and want to progress your career.

**It provides information on:**

- what is meant by the term learners with SEND and where learners with SEND study
- the different types of providers that make up the further education and training sector
- experience and qualities required when working with learners with SEND
- a career pathway for working with learners with SEND in the FE sector
- information about qualifications and training
- an outline of the different roles working with learners with SEND in the FE sector
- teaching and training qualifications.



# WHO ARE LEARNERS WITH SEND?

A recent blog on the ETF website by an adult education service manager reflects on the use of the term neurodiversity: [et-foundation.co.uk/adult-community-learning/supporting-send-learn](https://www.etf-foundation.co.uk/adult-community-learning/supporting-send-learn)

In 2017/18 learners with SEND were **18%** of the FE student population.<sup>(1)</sup>

The term special educational needs and disabilities (SEND) comes from the Children and Families Act (2014) and the accompanying Code of Practice.<sup>(2)</sup>

It refers to a diverse group of learners who have some form of learning difficulty or disability and are generally thought of in the following four broad areas of need and support:

- communication and interaction (e.g. autistic spectrum disorder, speech and language impairments, Tourette syndrome)
- learning and cognition (e.g. moderate/ severe learning difficulties, dyslexia, dyscalculia, dyspraxia)
- social, emotional and mental health (e.g. self-harm, behaviour disorders, ADD & ADHD, depression)
- sensory and physical impairments (e.g. hearing/ visual impairments, Duchenne muscular dystrophy, cerebral palsy).

Terminology used to describe learners with SEND is constantly evolving. Sometimes changes are driven by policy.

Since the Children and Families Act (2014), the term SEND (special educational needs and disabilities) is increasingly used in the FE sector. In some but not all FE organisations SEND, has replaced or is used interchangeably with the more established term - learners with learning difficulties and/or disabilities.

Sometimes the influence is from the language people with disabilities use themselves. These changes reflect society's developing attitudes towards and understanding of disability and diversity. One example of this is the increasingly common use of the term "Neurodiversity" when discussing autism, dyslexia, dyscalculia and other differences. This term recognises difference as positive, focusing on the individuals' differences rather than on a "condition" or "impairment".

<sup>(1)</sup> FE and Skill learners-by-provider-local-authority-learner- characteristics2017/ 18: [gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills](https://gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills)

<sup>(2)</sup> [gov.uk/government/publications/send-code-of-practice-0-to-25](https://gov.uk/government/publications/send-code-of-practice-0-to-25)

# WHERE DO LEARNERS WITH SEND STUDY IN THE FE SECTOR?

“

**We find that a large number of our learners in their 30s, 40s and 50s have SEND needs that were not picked up at school. Seeing the joy and pride of those adults when they achieve, is why I love my job.**

SIMON BEER, HEAD OF SERVICES,  
HARINGEY ADULT LEARNING SERVICE

”

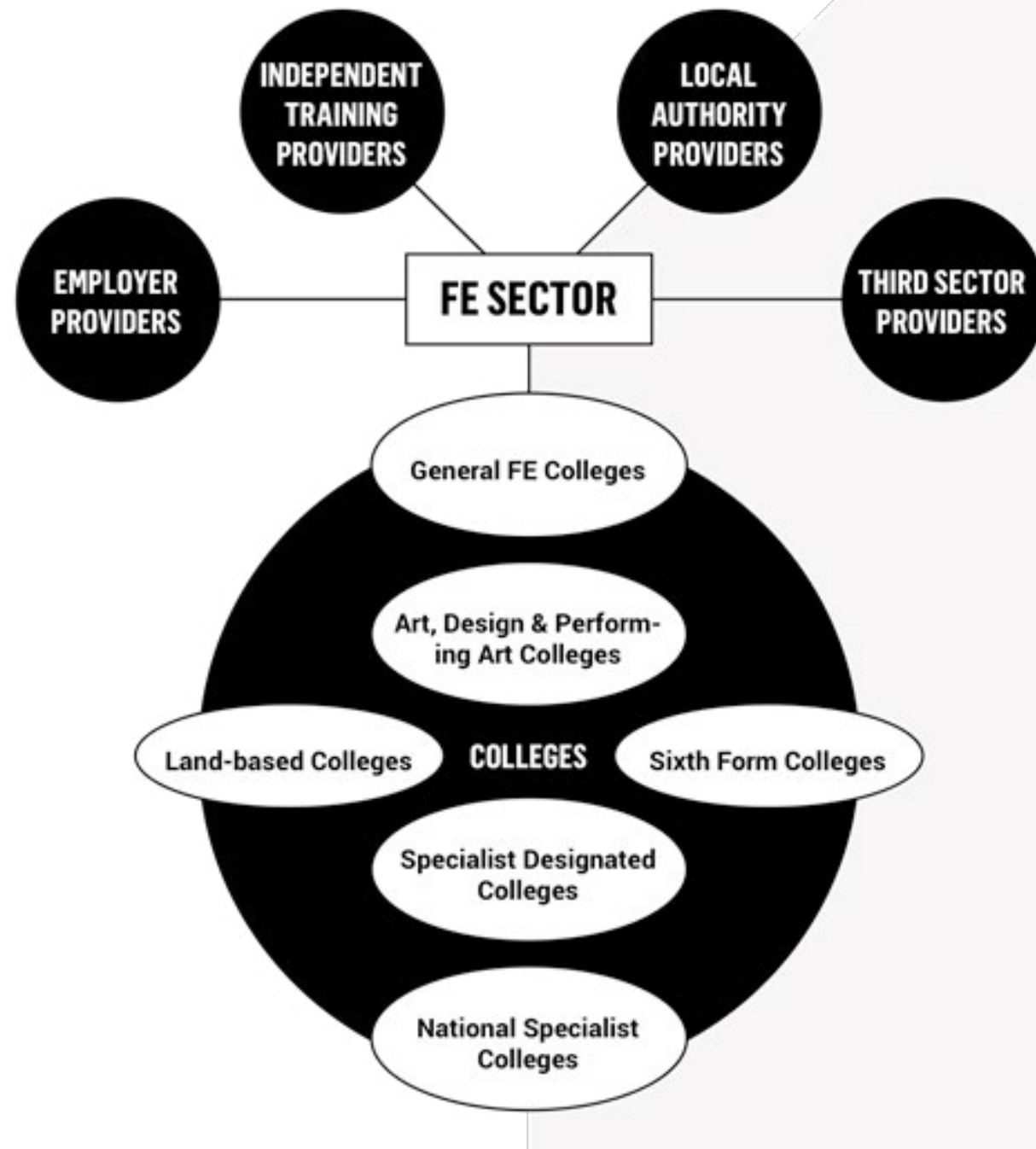
Learners with SEND are an integral part of the student body studying and training on courses at all levels across the whole range of providers within the further education and training sector. Most learners with SEND attend mainstream courses or training programmes. However, there is discrete provision for specific groups of learners with SEND such as: Supported Internship programmes for learners with learning difficulties; study programmes for learners with profound and multiple learning difficulties and English courses for deaf learners.

Some learners with SEND who have complex needs attend specialist colleges which usually have a residential offer. Specialist colleges provide specialised, individualised learning support. A minority of learners with SEND in the FE sector have an Education, Health and Care plan (EHCP), a legal document introduced in the Children and Families Act (2014) and the SEND Code of Practice. EHCPs mainly apply to young people aged 16-25 with complex or high needs who require special education provision. The plan is based on a detailed person-centred, multiagency assessment. It provides information about an individual's ambitions, aspirations, goals and the support that they require to achieve the most from their education and to prepare for adulthood.

The following diagram shows the different types of providers involved in delivering FE. You can find further information on the FE sector and the different types of courses and qualifications on offer in: So what is the FE sector? A guide to the FE system in England: <https://www.excellencegateway.org.uk/content/etf2928>

Students with SEND talk about their ambitions in this short film: [youtube.com/watch?v=Cnsfg1r9G-OE](https://www.youtube.com/watch?v=Cnsfg1r9G-OE)

## THE DIFFERENT TYPES OF PROVIDER INVOLVED IN DELIVERING FE



Learning in the FE sector can take place in a range of settings other than the classroom...

### Work-Based Learning (BWL)

WBL can be delivered by any of the above types of provider.

### Adult and Community Learning (ACL)

Delivered by:

- Local authority providers
- Third sector providers
- Colleges

## WHAT EXPERIENCE AND QUALITIES DO YOU NEED TO WORK WITH LEARNERS WITH SEND?

“

Don't just like step in and give them help, as much as it's nice to do that, but they kind of need to gain the confidence to say: 'right I need help can you help me?'. ...they also need to be talked to as an adult not a child.

BRANDON STANLEY, STUDENT,  
NEW COLLEGE STAMFORD

”



The following phrases from a selection of job descriptions for learning support roles give a flavour of the qualities employers are looking for:

- a flexible and student-centred approach that fosters independence and enables students to participate fully in college life
- the ability to support and empower students in the learning of practical and academic subjects as well as in developing their social and life skills
- the strength of personality to deal with challenging behaviour
- a creative approach to motivating reluctant learners and an innovative approach to delivering learning support
- the ability to support students to overcome barriers to learning
- a positive, respectful, honest, flexible and proactive attitude
- a strong commitment to learner success, progress, independence and achievement.

**“ I have a huge passion for supporting learners with different kinds of abilities. I have not had much experience workwise in this field but feel my home life with an autistic child has given me the strength, courage and determination to want to continue to learn more.**

SPECIALIST LEARNING SUPPORT ASSISTANT,  
SENSE COLLEGE PETERBOROUGH

”

The further education and training sector takes an inclusive approach working to provide a learning environment that matches the learner's needs. Rather than focusing on an individual's condition or impairments, the expectation is that working with learners with SEND you will build on their abilities and interests and work with them to achieve their goals.

Students with SEND discuss their experiences and levels of support in FE in this short video:

[youtube.com/watch?v=AmOBVAHhET0](https://www.youtube.com/watch?v=AmOBVAHhET0)

Listening to what the learner can tell you about how they learn best and what kind of support is most helpful will inform the way you work together. This learner-centred approach aims to empower the learner to realise their full potential.

We may all need support with aspects of our learning at some point in our lives and many of the adjustments made to support learners with SEND benefit all learners. For instance, clear and accessible signage, good lighting in the classroom, access to a range of IT and assistive technology. Across the further education and training sector SEND staff provide specialist teaching and/or support in the following:

- autism
- dyslexia
- dyspraxia
- social, emotional and behavioural difficulties
- deaf and hard of hearing
- learning difficulties
- mental health difficulties
- physical disabilities
- visual impairment.

Although it is not necessarily always a prerequisite, many staff entering the FE sector to work with learners with SEND will have had previous experience of working with people with learning difficulties and/or disabilities. This could be in health, social care, supported housing or school settings. Some staff will have their own lived experience of disability being disabled themselves and some may have personal experience having a member of the family who is disabled or has learning difficulties.

To teach learners with SEND you will need strong generic teaching and training skills with a teaching qualification. Should you choose to specialise for instance in working with learners with autism or working with learners with dyslexia, specialist training and qualifications are available in these areas of expertise.

Partnership working is an important element of all roles working with learners with SEND in the FE sector. This could include working with colleagues in other teams in your organisation, with professionals in other services such as health or social care, with employers as well as liaising with parents.

**“ Yes they might have a disability, but I don't see any reason why you can't achieve high ambitions, if you've got the ambition and the willingness to want to get up to where you want to be.**

DAVID JOHNSTON, STUDENT,  
CANTERBURY COLLEGE

”



# WHAT ARE THE DIFFERENT ROLES WORKING WITH LEARNERS WITH SEND IN FE?

“ I get the opportunity to make a difference and am rewarded by seeing change and successful outcomes for learners who are on a new journey.

CHRISTINA NORMAN,  
IAG & LEARNING SUPPORT MANAGER  
REDBRIDGE INSTITUTE OF ADULT EDUCATION

There are opportunities for career progression when working with learners with SEND, both in mainstream and specialist provision. A career pathway could start in a learning support role, then on to a teaching role, moving to managing a particular aspect of SEND provision and onto a senior manager role with responsibility for provision across the whole organisation.

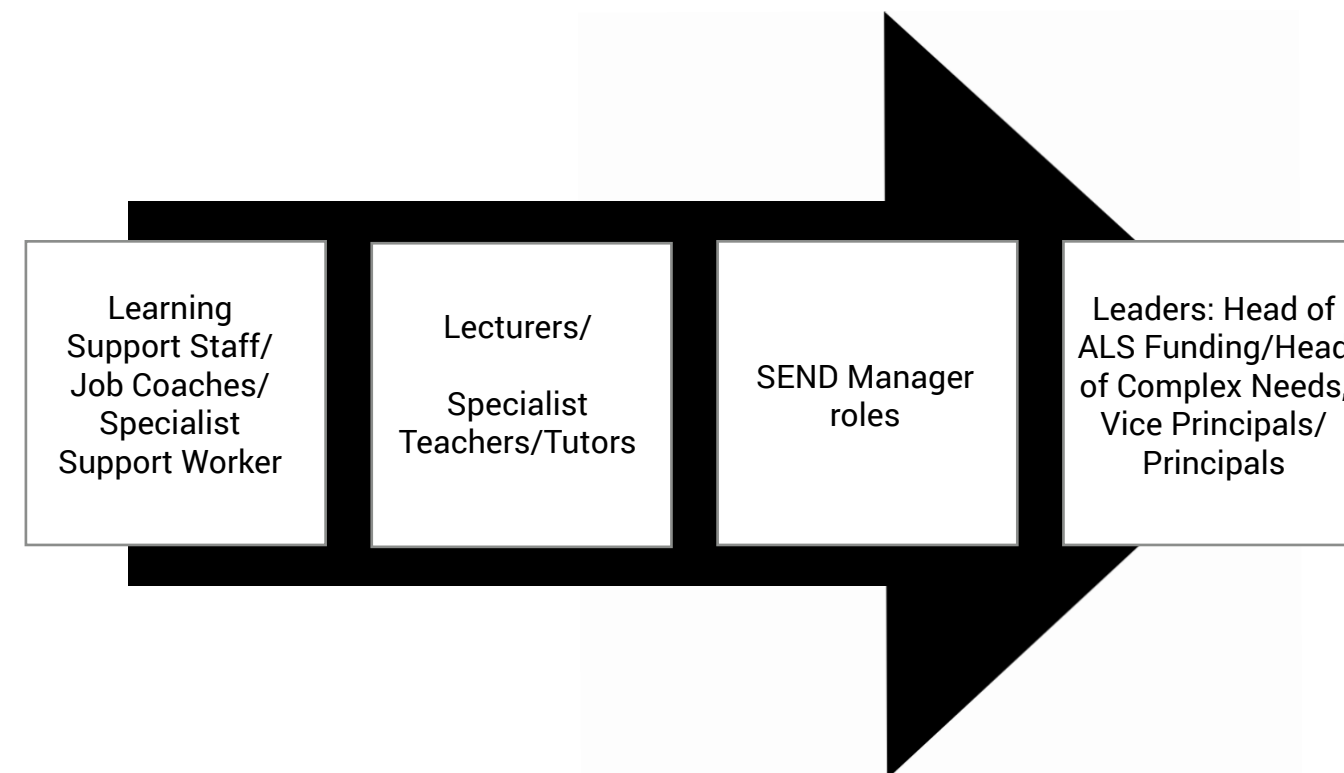
You might also want to consider a career path in prison education where additional learning support practitioners or teaching assistants work with learners with SEND.

More information about roles in offender learning is available in: Offender learning: a career of choice:

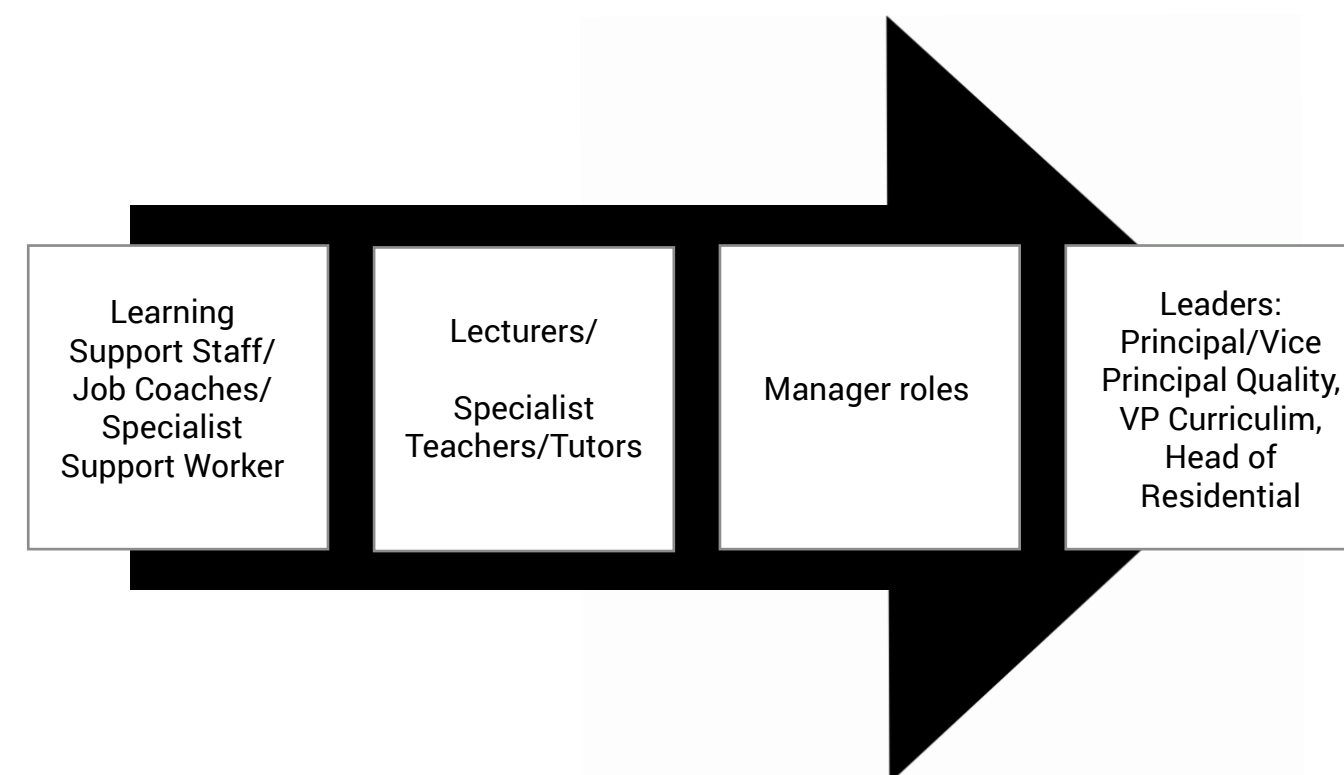
<https://www.excellencegateway.org.uk/content/etf2535>

Here are two simplified career pathway diagrams, one for working in the general FE sector and one for working in specialist FE colleges:

**Diagram 2:** Career pathway: working with learners with SEND in general FE colleges



**Diagram 3:** Career pathway: working with learners with SEND in specialist FE colleges



The next section provides more detail on the job roles, required qualifications and experience and potential opportunities for career progression.

## LEARNING SUPPORT STAFF/ ASSISTANT

**Role:** to support learners with SEND both in and outside the classroom and in the workplace.

Learning support staff work closely with teaching staff across curriculum areas in both mainstream and discrete settings. This can be a very diverse role covering everything from 1:1 support, small group support in the classroom or on work experience, to attending learner reviews and providing practical support during break times. Some learning support roles will also include personal care and lifting and handling duties.

For this role you will need:

- maths and English level 2
- good ICT skills
- experience of working with learners with SEND in an education setting
- to be familiar with safeguarding policy and the SEND code of practice.

You could progress to the role of:

- job coach
- specialist support worker
- SEND teacher or tutor role.



**I love working with the students and staff. Every day is different. Little things make a big difference.**

JANE KELLY, INDEPENDENCE LEARNING SUPPORT,  
HEREWOOD COLLEGE



## SPECIALIST SUPPORT WORKER

**Role:** to provide specialist support to learners with SEND e.g. communication support worker for deaf learners who use British Sign Language (BSL) and Signed Supported English (SSE) users or, a learning and behaviour specialist working with learners with autism.

For this role you will need:

- depending on the specialism, level 3 in the particular support area such as level 3 Dyslexia Awareness and Support or a level 3 Certificate in Communication Support for Deaf learners
- experience of working with SEND learners e.g. working with young adults with autism/SEN
- level 2 maths and English
- basic level of IT literacy.

You could progress to the role of:

- SEND lecturer/specialist tutor/teacher.



**I enjoy all aspects of practical and inclusive learning, within my education support role as I am involved in individual and group activities and thrive when working in my team.**

SPECIALIST LEARNING SUPPORT ASSISTANT,  
SENSE COLLEGE PETERBOROUGH





## MENTOR

**Role:** to mentor students with the purpose of developing their social, emotional and life skills as they move to adulthood.

For this role you will need:

- to be educated to level 3 or equivalent with a willingness to work towards a job specific level 4 qualification if required
- maths and English level 2
- appropriate vocational qualification
- experience of work to support the development of emotional, social and behavioural skills in young people with SEND.

You could progress to the role of:

- job coach
- manager for behaviour, social and emotional needs.

## JOB COACH

Mencap has produced an e-learning module on supported employment and job coaching that can be found in the SEND area of Foundation Online

Learning: [foundation-online.org.uk/course/view.php?id=97](https://foundation-online.org.uk/course/view.php?id=97)

**Role:** to provide individualised on the job support for SEND learners on vocational courses and training programmes including apprenticeships or supported internships.

Job coaches use supported employment practices with learners who are training in the workplace. In some organisations job coaches are part of the learning support team.

For this role you will need:

- training in TSI (Training in Systematic Instruction)
- maths and English level 2
- good ICT skills
- experience of working with learners with SEND in the field of preparation for employment and/or support for employment
- experience of forming active relationships with employers and progressing young people into paid work/apprenticeships.

You could progress to the role of:

- SEND lecturer/specialist tutor/teacher.



**It's fun to work with people whose intelligence has been shaped (often in wonderfully quirky directions) by years of having to approach life from unusual angles, and whose cheerful scepticism of accepted ways of seeing and thinking constantly challenges me to find effective new ways to connect with and inspire a diverse roomful of learners. The demand to communicate simply without being boring is a great discipline for any teacher!**

PAUL NEVITT, TUTOR OF COURSES FOR PEOPLE WITH LEARNING DISABILITIES  
THE CITY LIT COLLEGE



## TUTOR

**Role:** the teaching and assessment of a particular subject or skill to learners with SEND. Tutor roles are often part-time particularly in adult and community education settings.

You will need:

- to be educated to degree level or equivalent in the relevant subject for example, an art tutor who is a trained, working artist or, experience in teaching the subject at the relevant level
- a teaching qualification such as Award in Education and Training (AET) or a willingness to work towards a qualification
- experience of teaching learners with SEND.

# TUTOR- WORK BASED LEARNING

**Role:** the teaching and assessment of a particular subject or skill to learners with SEND.

You will need:

- worked experience of the skills being taught for example construction skills
- a level 3 AET teaching qualification or a willingness to work towards a qualification
- experience of working with people with SEND.

You could progress to the role of:

- SEND teacher/lecturer.

“Great students! Great staff! Every day is different. I’m working in an environment where it’s ‘safe’ to experiment and try our new ideas with students.”

AMANDA O’NEILL, SUBJECT LEADER IN SUPPORTED LEARNING,  
WEST SUFFOLK COLLEGE



# SEND TEACHER/ LECTURER

**Role:** teaching learners with learning difficulties and/or disabilities who are on discrete courses. Staff working at this level are often required to teach a variety subjects such as cooking, maths, English, skills for going out about in the community and enterprise and employment skills.

In a specialist college setting a teacher/lecturer role will be part of a multi-disciplinary team consisting of: behaviour analysts; employment specialists, speech and language therapists and occupational therapists.

You will need:

- to be educated to degree level
- a Post Graduate Certificate in Education of Adults or the Diploma in Teaching in the Lifelong Learning Sector (DTLS) which has now been replaced by the Diploma in Education and Training (DET) - level 5
- experience of teaching learners with SEND.

You could progress to the role of:

- SEND manager.





# SEND TEACHER/ LECTURER FOCUSSING ON SPECIFIC NEED

**Role:** teaching learners with learning difficulties and/or disabilities focussing on specific needs e.g. working with learners with autism and complex needs.

You will need:

- to be educated to degree level
- experience of teaching learners with SEND
- a Post Graduate Certificate in Education of Adults or the old Diploma in Teaching in the Lifelong Learning Sector (DTLS) now replaced by Diploma in Education and Training (DET) - level 5
- a specialist qualification e.g. a teacher of the deaf qualification
- when working with learners with complex needs, experience of developing students' communication, independence and inter-personal skills.

Information on specialist qualifications can be found in the SEND CPD Framework can on the Excellence Gateway: [excellencegateway.org.uk/content/etf2857](https://excellencegateway.org.uk/content/etf2857)



**I will never fail to be amazed by what the learners achieve. It makes all the hard work worthwhile.**

CATHERINE SHERLOCK, PATHWAY LEADER,  
HEREWARD COLLEGE



Information and guidance on becoming a teacher in the further education and training sector go to: [feadvice.org.uk](https://feadvice.org.uk)

# SEND MANAGER ROLES

**Role:** Responsibility for operational management of SEND provision or of a specific part of SEND provision, staff management and teaching duties. Some of the most common management responsibilities are:

- a specific faculty such as discrete provision for learners with SEND or a broader foundation learning faculty or group of faculties (e.g. discrete provision combined with functional skills)
- curriculum development and quality improvement
- additional learning support across an organisation or group of organisations
- external relationships with SEND partners, such as local authorities
- teams such as learning support staff or job coaches
- continuous professional development for staff team
- budgets and funding
- sub-contractors involved in SEND provision
- working with external partners such as local authorities, feeder schools, parents and external support agencies.

You will need:

- a degree or appropriate professional qualification such as a management level 5 qualification or willingness to achieve within a specified time
- to hold, or be working towards a recognised teaching qualification, eg, QTLS and DTLS to PGCEs
- a manager of specialist provision would require level 5 specialist teaching qualifications either in SEND, English or maths
- maths and English at level 4 or above, or willingness to achieve within an agreed timeframe.

SEND manager role responsibilities vary widely in title and specific duties across the various types and sizes of providers in the FE sector.

Some examples of SEND manager roles are:

- Programme Manager for courses for people with learning disabilities, Adult Education College
- Special needs coordinator, FE College
- Inclusion Manager (Independent Training Provider)
- Learning Support Manager, FE College
- Head of Curriculum, Independent Specialist College.

You could progress to a:

- leadership role.



# SEND LEADERSHIP ROLES

**Role:** Overall responsibility for operational and strategic management of SEND provision or of curriculum area that includes SEND provision, as well as leading on other curriculum areas and areas such as safeguarding and/or high needs funding.

You will need:

- a degree or appropriate professional qualification
- management qualifications at least up to level 5 and extensive management experience
- maths and English at level 4 or above.

As with manager roles, SEND leaders' roles vary depending on the type, size and structure of the organisation.

One recently merged college has two senior posts, Head of Additional Learning Support funding (Systems and Procedures) and Head of SEND (Complex Needs Provision).

In this short video, Corrienne Peasgood, Principal of City College Norwich explains her strategic approach to leading an inclusive organisation. She describes the growth of the provision for learners with profound and multiple learning difficulties and the employment of four ex-learners in jobs at the college.

<https://send.excellencegateway.org.uk/leadership-and-management>

SEND leaders have significant strategic responsibility for SEND provision funding and liaison with external partners such as local authorities and schools. They are often the named contact person for the organisation under the SEND Code of Practice and will be responsible for the recruitment and management of senior SEND staff. Experience of staff and team management and of working in a SEND setting will be expected as will be up to date knowledge of student support and assessment issues and knowledge of relevant legislation.

A key role of the leader will be to work collaboratively with other senior colleagues across the organisation to provide advice on SEND issues and on how the whole organisation can be inclusive of learners with learning difficulties and/or disabilities.

“ I think an inclusive leader starts by asking the question in any decision they take – What are the fundamental benefits to the learner? ”

DR PAUL PHILLIPS CBE, PRINCIPAL,  
WESTON COLLEGE



# CONTINUING PROFESSIONAL DEVELOPMENT FOR STAFF WORKING WITH SEND

The Education and Training Foundation (ETF) aims to ensure that all learners with SEND are supported in their learning and achieve their aspirations in life, wherever and whatever they are learning. Well trained, knowledgeable staff are essential to delivering high-quality provision to all learners. The ETF works with teachers, trainers, leaders and employers and provides professional development to support the delivery of excellent further and vocational education and training. Our purpose is to improve outcomes for learners through:

- enhancing the professional practice of teachers
- support and guidance for leadership and management
- unique and relevant research for the sector by the sector.

The ETF SEND Continuing Professional Development (CPD) framework provides information about face to face and online SEND CPD training and qualifications support available from the ETF and other organisations. It provides details of courses for leaders and managers, practitioners and learning support workers ranging from one day awareness raising sessions and level 2 courses to post graduate qualifications.

CPD opportunities include specialist qualifications such as working with learners with autism and specialist dyslexia support. There are qualifications that relate to a specific area of practice such as supported employment, information advice and guidance for learners with SEND and working with learners with profound and complex learning difficulties. The framework includes information about initial teacher training providers who offer additional specialist diplomas.

The SEND CPD Framework can be found on the Excellence Gateway  
[excellencegateway.org.uk/content/etf2857](https://excellencegateway.org.uk/content/etf2857)

In this short video, Dr Paul Phillips, Principal of Weston College explains why he focused on the individual development and needs of SEND learners and the staff working with them, to drive improvement for learner outcomes across the whole organisation:  
<https://send.excellencegateway.org.uk/leadership-and-management>

# PROFESSIONAL CAREER JOURNEY

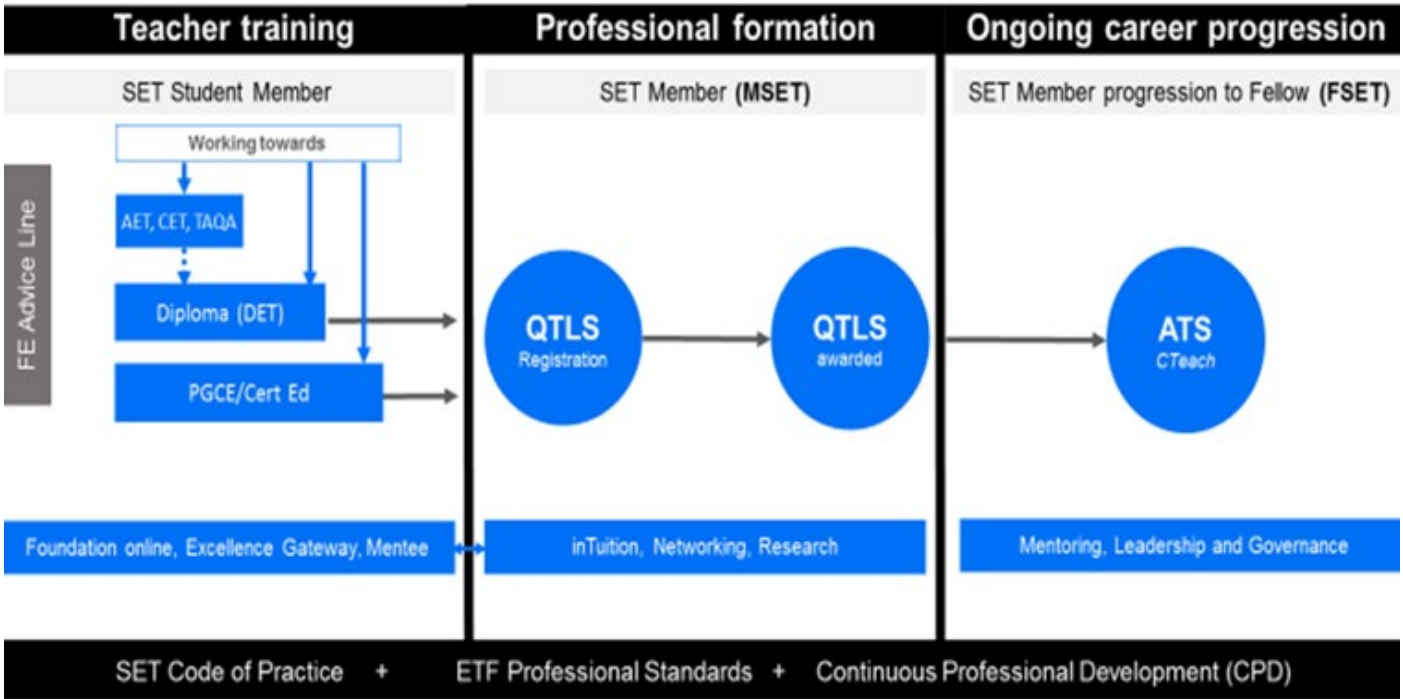
The Society for Education and Training (SET) is the professional membership organisation for practitioners working in the post 14 education and training system. The diagram below shows the professional career journey for staff working in the education and training sector.

An outline of teaching and training qualifications is provided in **Appendix 1** of this guide.

**Appendix 2** has details of what is involved in Qualified Teacher Learning and Skills status available to members of the Society for Education and Training (SET) [set.et-foundation.co.uk](https://set.et-foundation.co.uk)

**Diagram 3:** Post-14 teaching and training – professional career journey

## DIAGRAM 3- POST-14 TEACHING AND TRAINING- PROFESSIONAL CAREER JOURNEY





# APPENDIX 1 - TEACHER AND TRAINING QUALIFICATIONS

Teacher training qualifications have changed frequently in recent years. Since 2013 there has been no regulatory framework in place to set the requirements of qualifications by teachers, tutors and trainers in the FE and Skills sector. Each organisation will have its own, and possibly different, policy on the level of qualification and skills required for the range of teaching and training jobs available.

Many teachers and trainers may bring a range of qualifications with them and as there have been changes to teacher training qualifications over recent years, this can provide a confusing picture.

FE Advice can provide useful guidance and advice on the qualifications maze.

<https://www.feadvice.org.uk/>



# CURRENT QUALIFICATIONS AWARD IN EDUCATION AND TRAINING (AET) LEVEL 3 - 12 CREDITS

The qualification can be studied on a part time basis and is available from many FE providers. There are a variety of units that can combine to make up the qualification, including units supporting assessment. You might want to consider working towards your assessor qualifications at the same time so that you only need to create one portfolio.

This introductory, knowledge-based teaching qualification has no minimum teaching practice requirement, meaning it can be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching.

This qualification is suitable for individuals who:

- are not in a teaching/training role such as learning support staff, or those who have just started a teaching/training role;
- want a short qualification;
- have the potential to study at this level, which has the same level of demand as that of study for A-levels;
- want a qualification without a minimum teaching practice requirement;
- may have already achieved some learning and development units that can be carried forward into this teaching qualification.

This replaces the Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification. If you have PTLLS then it is still fully valid and an important part of your career pathway.





## DIPLOMA IN EDUCATION AND TRAINING (DET) - LEVEL 5

This qualification provides training for those individuals who aspire to, or hold, a teaching role with an extensive range of teaching or training responsibilities, including those in more than one context. It is the recognised full teaching qualification for the sector.

You must have a minimum of 100 hours of teaching practice.

This qualification is suitable for individuals who:

- want the opportunity to explore underpinning theories, frameworks and research into effective teaching and learning alongside developing practical teaching skills;
- are currently teaching and want to have their experience and practice accredited;
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours;
- are able to undertake a large qualification, lasting one to two years;
- have the potential to study at this level, which has the same level of demand as that of a degree course;
- want a wide choice of optional units to reflect the context in which they teach;
- want a qualification recognised as equivalent to the Certificate of Education qualifications;
- are willing to undertake an initial assessment of their skills in English, Maths and ICT, record their development needs and follow an action plan to address them where necessary;
- can evidence level 3 skills in English and maths if they are taking any of the specialist units in teaching English (literacy and/or ESOL) or maths (numeracy).

Please note that this qualification may also be called a PGCE or a Cert Ed if awarded by a university.

## CERTIFICATE IN EDUCATION AND TRAINING (CET)- LEVEL 4

This qualification develops practical teaching skills, and through the optional units, prepares teachers to work in a wide range of contexts.

You must have a minimum of 30 hours of teaching practice.

This qualification is suitable for individuals who:

- want a qualification which focuses on practical teaching;
- want a wide choice of optional units to reflect the context in which they teach;
- are currently teaching and want to have their experience and practice accredited;

- are not currently teaching but can meet the minimum teaching practice requirement of 30 hours;
- are able to undertake a qualification of medium size;
- have the potential to study at this level, which has the same level of demand as the first year of an undergraduate degree;
- are willing to undertake an initial assessment of their skills in English, maths and ICT, record their development needs and follow an action plan to address them where necessary.

## DIPLOMA IN EDUCATION AND TRAINING INCLUDING SPECIALIST PATHWAY (120 CREDITS)- LEVEL 5

This qualification is the same as the Level 5 Diploma in Education and Training but provides the opportunity to take all optional units in one of the following specialist pathways:

- Teaching disabled learners
- Teaching English (literacy)
- Teaching English (ESOL)
- Teaching English (literacy and ESOL)
- Teaching maths (numeracy).

You must have a minimum of 100 hours of practice, 50 of which must be in the chosen specialist area.

This qualification is suitable for individuals who:

- want to spend part of their course developing skills in teaching English (literacy and/or ESOL), maths (numeracy) or teaching disabled learners by taking all their optional credit in one specialist pathway
- want the opportunity to explore underpinning theories, frameworks and research into effective teaching and learning in both their vocational area and a specialist pathway
- are currently teaching and want to have their experience and practice accredited
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours
- are able to undertake a large qualification, lasting one to two years.

## SPECIALIST STANDALONE DIPLOMA - LEVEL 5

These standalone qualifications are designed for teachers who may already have a recognised generic teaching qualification and who now want a qualification in one of the specialist areas – English, maths, ESOL or teaching disabled learners.

The qualification can be studied on a part time basis and is available from many FE providers. To be awarded these standalone specialist level 5 diplomas, a total of 45 credits must be achieved. There is a requirement for a minimum of 50 hours of practice, all of which must be in the chosen specialist area

These qualifications are suitable for individuals who:

- hold a teaching qualification and now want to broaden their skills and teach in a specialist area
- already hold a specialist teaching qualification in one of the specialist areas and who now want to extend their skills and teach in a different specialist area
- are not currently teaching and wish to train as a specialist teacher but are unable to join an integrated specialist diploma course
- are able to undertake a medium-sized qualification and can meet the minimum teaching practice requirement of 50 hours
- have the potential to study at this level, which has the same level of demand as that of a degree course
- can evidence level 3 skills in English or maths if they are taking a standalone specialist qualification in teaching English (literacy and/or ESOL) or maths (numeracy).

## PGCE / CERT ED (120 CREDITS)

These are both the full teaching qualification for those wanting to teach as teachers. The Professional Graduate Certificate in Education and Post Graduate Certificate in Education (PGCE) level 6 is for those who have already graduated and wish to become teachers. It is a full teaching qualification.

The Certificate in Education (CertEd) level 5 is for non-graduates and is the equivalent to the second year of a UK bachelor's degree. It can provide part qualification towards a degree and it is a full teaching qualification.

## APPENDIX 2 -

## QUALIFIED TEACHER LEARNING AND SKILLS (QTLS)

Between 2010 – 2013 new teachers in the Education and Training sector were required to gain QTLS (Qualified Teacher of Learning and Skills). It was equivalent in law to QTS (Qualified Teacher Status) which is required to work in schools. In 2013 the law changed, and teachers and tutors are no longer required to hold QTLS. Many organisations still encourage and value QTLS as a professional status, evidencing that teachers are fully qualified and up to date with their teaching and vocational skills through CPD and professional learning. QTLS is the badge of professionalism for post-14 education and training, helping practitioners advance in their careers and demonstrate their expertise and experience to colleagues, employers and learners.

Members of the Society for Education and Training can gain QTLS (Qualified Teacher of Learning and Skills) by completing professional formation.

Candidates will need to be teaching in the sector and to have:

- level 5 teaching qualification
- level 2 maths and English qualifications
- a portfolio of evidence demonstrating:
- commitment to your subject and teaching skills development
- effective use of your skills and knowledge
- ongoing CPD.

More details are available on the Education and Training Foundation website:

[set.etfoundation.co.uk/professionalism/gaining-qtls/](http://set.etfoundation.co.uk/professionalism/gaining-qtls/)

There is a cost of £485 (March 2019).

## QTLS AND QTS

Since 1 April 2012, Society for Education and Training (SET), formerly the Institute for Learning (IfL), members with Qualified Teacher Learning and Skills (QTLS) status have been recognised as qualified to teach in schools.

Statutory instrument 2012 No. 431, which was laid in parliament on 9 March 2012, amended the 2003 regulations so that holders of QTLS who are SET members may be appointed to permanent positions as qualified teachers, without any further induction requirements. Schools and local authorities remain responsible for decisions on employing QTLS holders, and SET - [set.et-foundation.co.uk/](http://set.et-foundation.co.uk/) maintains the national register of QTLS holders, including those teaching in schools.

# FURTHER SOURCES OF SUPPORT

Our specialist website provides a range of resources to support those working with learners with SEND at:


<https://send.excellencegateway.org.uk/>

EDUCATION & TRAINING  
FOUNDATION

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY**  
Meeting the needs of learners with learning difficulties and / or disabilities

AN EXCELLENCE GATEWAY  
EXHIBITION SITE

[HOME](#)[NEWS AND EVENTS](#)[WORKING IN THE SECTOR](#)[TEACHING AND LEARNING](#)[LEADERSHIP AND MANAGEMENT](#)[EMPLOYERS AND EMPLOYABILITY](#)



Welcome to the Excellence Gateway's Special Educational Needs and Disabilities exhibition site

This site brings together some of the most effective materials available on the Excellence Gateway, as well as brand new material. Did you know that learners with SEND make up one in five of the FE population? This site will be of interest to teachers, support staff, managers and leaders, working in the FE sector, who want to improve the outcomes for learners with SEND.

Resources are grouped under the key themes that you as sector providers have identified:

- Working in the sector
- Teaching and learning (including RARPA and Specific needs and wellbeing)
- Leadership and management
- Employers and employment

Our aim is to work together with you and our team of sector experts to spread effective practice and improve learning delivery across the sector.

Join the conversation with #SENDinFE.

### New resources

### Featured resources

NEWS AND EVENTS: Keep up to-date with the latest news and events.

[Read more](#)

WORKING IN THE SECTOR: Resources to support those already working or interested in working with learners with SEND.

[View resources](#)

TEACHING AND LEARNING: The resources to support teaching, learning and assessment helping you plan and deliver learning to meet each of your students' needs.

[View resources](#)



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