

# Recruitment and Professional Development Tracker for English (literacy, language) and Maths (numeracy)



## 1. Recruitment of teachers/trainers/instructors

Points to consider	Suggested actions	Actioned by	Comments	Timeline
Level of English and Maths for role	<ul style="list-style-type: none"> <li>Analyse job roles and ensure job descriptions show level of LLN required.</li> <li>L2 qualifications in English and Maths are included as essential/desirable in person specifications/job descriptions</li> <li>During the interview discuss the opportunity to work towards SfL National certificates</li> <li>Make it a condition of employment to work towards gaining L2 qualifications in Maths and English where appropriate</li> <li>Ensure information on applicants level of English and maths is collected and collated on MIS system</li> <li>Provide the opportunity to take a Skills for Life mini-test</li> </ul>	<p>Senior management/HR Manager/HR</p> <p>Senior management/HR HR/Manager</p> <p>HR/Manager</p> <p>HR/Manager/union/ SfL champion</p>	<ul style="list-style-type: none"> <li>All new tutors, employed in the FE sector after September 2007, are required to be fully qualified and gain the new professional status for the Lifelong Learning Sector, Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS QTLS/ATLS within 5 years of their appointment</li> <li>To gain QTLS/ATLS, ALL staff will need to have a L2 qualification in Maths and English.</li> <li>To gain QTLS, all SfL literacy, ESOL and numeracy tutors will need to have either a 'L5 Additional Diploma in teaching their <i>subject specialism</i> in the FE Sector' or 'GPRLS – Skills for Life' AND a generic teaching qualification. They will need to demonstrate L3 skills in their subject specialism before enrolling on a diploma course.</li> <li>Free initial assessments can be downloaded or accessed on-line at <a href="http://www.move-on.org.uk">http://www.move-on.org.uk</a> or <a href="http://www.excellencegateway.org.uk/toolslibrary">http://www.excellencegateway.org.uk/toolslibrary</a></li> </ul>	<p>Before applicant is employed</p> <p>Induction</p>

Points to consider	Suggested actions	Actioned by	Comments	Timeline
Experience of teaching in the FE sector	<ul style="list-style-type: none"> <li>Ensure information on applicants previous experience is collected and collated on MIS system</li> <li>During the interview, discuss the opportunities to work towards teaching qualifications, if appropriate.</li> </ul>	<p>HR</p> <p>Manager/ Senior managem ent</p>	<p><b>*Tutors of all subject areas who started teaching</b></p> <p><b>a) in an FE or Sixth form college:</b></p> <ul style="list-style-type: none"> <li>before September 2001 - not required to take any further qualifications.</li> <li>between September 2001 and August 2007 - required to have/gain a generic teaching qualification e.g. Certificate of Education, PGCE, FE stage 3 or DTLLS</li> </ul> <p><b>b) in other SFA funded provision (not FE/Sixth Form college):</b></p> <ul style="list-style-type: none"> <li>before September 2007 - not required to take any further qualifications</li> <li>after September 2007 - required to gain a generic teaching qualification.</li> </ul> <p><b>Skills for Life tutors</b> who started teaching in the FE sector (all areas)</p> <ul style="list-style-type: none"> <li>before September 2007 - encouraged to gain a subject specific teaching qualification in addition to a generic teaching qualification.</li> <li>after September 2007 - required to gain a subject specific teaching qualification in addition to a generic teaching qualification.</li> </ul> <p><i>*Comments relate to government regulations and SFA contractual obligations – good practice may be to encourage all staff to become fully qualified.</i></p>	Interview/ Induction

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School teachers with QTS	<ul style="list-style-type: none"> <li>Register with Institute for Learning</li> <li>Give new tutor a copy of the 'Orientation Guidance for Qualified Teachers Entering Further Education' so that they can begin a CPD process which involves familiarising themselves with the lifelong learning sector</li> </ul>	<p>Tutor</p> <p>Manager/ HR</p>	<ul style="list-style-type: none"> <li>From 1 September 2007, tutors new to the FE sector who have Qualified Teacher Status (QTS) from schools are required to gain QTLS or ATLS within two years of appointment to post.</li> <li>When a candidate applies for ATLS or QTLS, the IfL will verify whether a process of familiarisation with the Lifelong Learning sector has taken place or not, during the assessment of a candidate's professional formation.</li> <li>A copy of the 'Orientation Guidance for Qualified Teachers Entering Further Education' can be obtained from LLUK (email 'advice@lluk.org')</li> </ul>	Induction

Points to consider	Suggested actions	Actioned by	Comments	Timeline
CPD	<ul style="list-style-type: none"> <li>Register with the Institute of Learning (IfL), the professional body for tutors in the Lifelong Learning sector at <a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a></li> <li>Become familiar with 'Reflect' or organisation's system for recording Continuing Professional Development (CPD)</li> <li>Ensure tutor understands that CPD can be a wide range of activities and that they reflect on what they have learnt</li> </ul>	Tutor	<ul style="list-style-type: none"> <li>The membership grade given by IfL is entirely based on the teaching/academic qualifications which the tutor holds when registering and should not to be confused with QTLS/ATLS</li> </ul>	Induction
		Tutor	<ul style="list-style-type: none"> <li>All tutors, regardless of when they began teaching in the FE sector, must commit to up to 30 hours of CPD each year</li> </ul>	Induction
		Manager	<ul style="list-style-type: none"> <li>Download 'Guidelines for your continuing professional development (CPD)' from the IfL website for more information about CPD – contains a large number of suggestions for suitable CPD activities.</li> </ul>	Induction/ training for existing staff

## 2. Professional development planning

Points to consider	Suggested actions	Actioned by	Comments	Timeline
Management Information System	<ul style="list-style-type: none"> <li>Collect/update the following information for all staff:                             <ol style="list-style-type: none"> <li>Date started teaching in the FE sector</li> <li>Teaching, professional and academic qualifications</li> <li>Qualifications in Maths/English</li> </ol> </li> </ul>	HR	<ul style="list-style-type: none"> <li>See above</li> </ul>	June
	<ul style="list-style-type: none"> <li>Revise and update visual summary of staff qualifications and training options from new MIS data</li> </ul>	Nominated person	<ul style="list-style-type: none"> <li>Self access materials on the Excellence Gateway</li> </ul>	July
	<ul style="list-style-type: none"> <li>Organisation's system for recording CPD is robust and encourages staff to reflect on what they have learnt and the impact this will have on their future practice.</li> </ul>	Senior management		Review process Sept
	<ul style="list-style-type: none"> <li>Draw up professional development plan informed by MIS data</li> </ul>			Sept

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Encouraging staff to brush up their Maths and English skills	<ul style="list-style-type: none"> <li>Management post has formal responsibility for literacy, language and numeracy professional development planning.</li> </ul>	HR/ Senior Management	See above	Sept.
	<ul style="list-style-type: none"> <li>Intranet signposts staff to useful self-study sites e.g. Move-on and BBC Skillswise and Learndirect</li> </ul>	Manager		Sept.
	<ul style="list-style-type: none"> <li>Workshops offered in-house to support staff with upskilling their own Maths and English skills</li> </ul>	Manager		Ongoing
	<ul style="list-style-type: none"> <li>Encourage peer mentoring. Identify English and Maths learning champions</li> </ul>			
	<ul style="list-style-type: none"> <li>Use MIS data to inform the appraisal process</li> </ul>	HR/ Senior Management		Ongoing
	<ul style="list-style-type: none"> <li>Use reflective questions on Maths and English skills as part of the appraisal process</li> </ul>			Appraisal
				Appraisal

Points to consider	Suggested actions	Actioned by	Comments	Timeline
CPD	<ul style="list-style-type: none"> <li>Encourage peer mentoring and support systems</li> <li>Identify appropriate mentors and professional supporters to support new and inexperienced staff</li> <li>Use MIS data to inform the appraisal process</li> <li>CPD is discussed and reviewed during appraisal</li> <li>Staff meetings encourage reflection on CPD and examples of good practice are exchanged</li> <li>CPD is undertaken and declaration is submitted to the IfL</li> </ul>	Manager	<ul style="list-style-type: none"> <li>CPD can be recorded by using 'Reflect', the IfL's on-line tool or it can be recorded using the organisation's system or in a paper-based format.</li> </ul>	Ongoing
		Manager/tutors	<ul style="list-style-type: none"> <li>All members of IfL must make a declaration of the CPD that they have undertaken and IfL will then ask a random sample to provide evidence.</li> </ul>	Sept./Oct.
		HR	<ul style="list-style-type: none"> <li>The declaration of CPD can be done:</li> </ul>	Appraisal
		Senior management/HR	<ul style="list-style-type: none"> <li>a) through 'Reflect'</li> <li>b) on the IfL website – you need to log on with your IfL number and password</li> </ul>	Appraisal
		Managers	<ul style="list-style-type: none"> <li>c) by ringing IfL on 0844 815 3202 – you will need your IfL number and password</li> </ul>	Ongoing
		Tutor		End Aug.

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Staff are encouraged to obtain gain appropriate teaching qualifications or obtain GPRLS	<ul style="list-style-type: none"> <li>Staff with 'legacy' teaching qualifications, e.g. City and Guilds Stage 1 or 2, CELTA etc, use the Tariff of Legacy qualifications as a guide to see how these map to the PTLLS/CTLLS/DTLLS.</li> <li>Appropriate mentors and professional supporters are identified to support new and inexperienced staff with teacher training qualifications</li> <li>In-house teacher training courses are arranged at a time convenient to staff</li> <li>The Professional Development Plan identifies staff who would like to go through GPRLS and managers who can act as referees</li> <li>Training and workshops are held for staff who want to go through GPRLS</li> <li>Peer mentoring and support is encouraged</li> </ul>	Tutors	<ul style="list-style-type: none"> <li>The Tariff can be found at: <a href="http://www.standardsverification.org">http://www.standardsverification.org</a></li> <li>Staff employed before September 2007 who do not hold appropriate teaching qualifications to gain Q/ATLS can enrol on a PTLLS/CTLLS/DTLLS course or they can have their skills/experience recognised by gaining General Professional Recognition Learning and Skills (GPRLS) and then going through 'Professional Formation'</li> <li>GPRLS – Skills for Life gives recognition for both generic and subject specialist teaching skills.</li> <li>GPRLS – all areas gives recognition for generic teaching skills.</li> <li>GPRLS B4 – gives recognition for tutors who started teaching in the FE sector before September 2001. This scheme closes in December 2009.</li> <li>More information about these schemes can be found at: <a href="http://www.standardsverification.org">www.standardsverification.org</a></li> </ul>	Enrolment on ITT
		Manager		Sept 09
		Manager/ITT provider		Ongoing
		Senior management		Sept 09
		Manager		Ongoing
		Manager/tutors		Ongoing



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Staff are encouraged to obtain QTLS/ATLS	<ul style="list-style-type: none"> <li>The Professional Development Plan identifies staff who would like to go through professional formation and staff who can write a testimony of suitability.</li> <li>Training and workshops are held for staff who want to go through Professional Formation</li> <li>Peer mentoring and support is encouraged</li> </ul>	<p>Senior Management</p> <p>Managers</p> <p>Tutors</p>	<ul style="list-style-type: none"> <li>All new staff from September 2007 are required to gain QTLS/ATLS but staff employed before this date are encouraged to acquire this status.</li> <li>The next window to apply for this will be Sept/Oct 2009</li> <li>Usually Professional Formation will be online using Reflect BUT, when you fill in an expression of interest form to go through professional formation, you can ask to do your application by submitting a hard copy.</li> <li>More information about professional formation can be found at: <a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a></li> </ul>	