

Postgraduate Teaching Apprenticeship (PGTA)



What is a PGTA?

Postgraduate Teaching Apprenticeship



ONE YEAR

Across one academic year, and at least two schools, trainees will qualify with broad teaching experience.

IN THE CLASSROOM

Allows trainees to train and develop skills in the classroom, with a hands-on approach from the start.

TRAIN LOCALLY

Trainees placed in a school local to them, where they can make a difference to their local community from day one.

APPRENTICESHIP, QTS AND PGCE

Trainees awarded Qualified Teacher Status (QTS), the Apprenticeship Standard, and an optional Postgraduate Certificate in Education (PGCE) on completion of the training.

Teach First

- **Experience:**
over 20 years of delivering high-quality teacher training.
- **Expertise:**
evidence and research-led initial teacher training.
- **Understanding:**
designed with schools, for schools.
- **Quality:**
the largest ITT provider in the country, with our ITT, ECTP and NPQ programmes recently rated 'Outstanding' by Ofsted.
- **Reputation:**
we're proud to be voted one of The Times Top 100 Graduate Employers.



In partnership with



Northamptonshire Teaching
School Hub



Leicestershire and Rutland
Teaching School Hub



Subjects covered

- Biology
- Mathematics

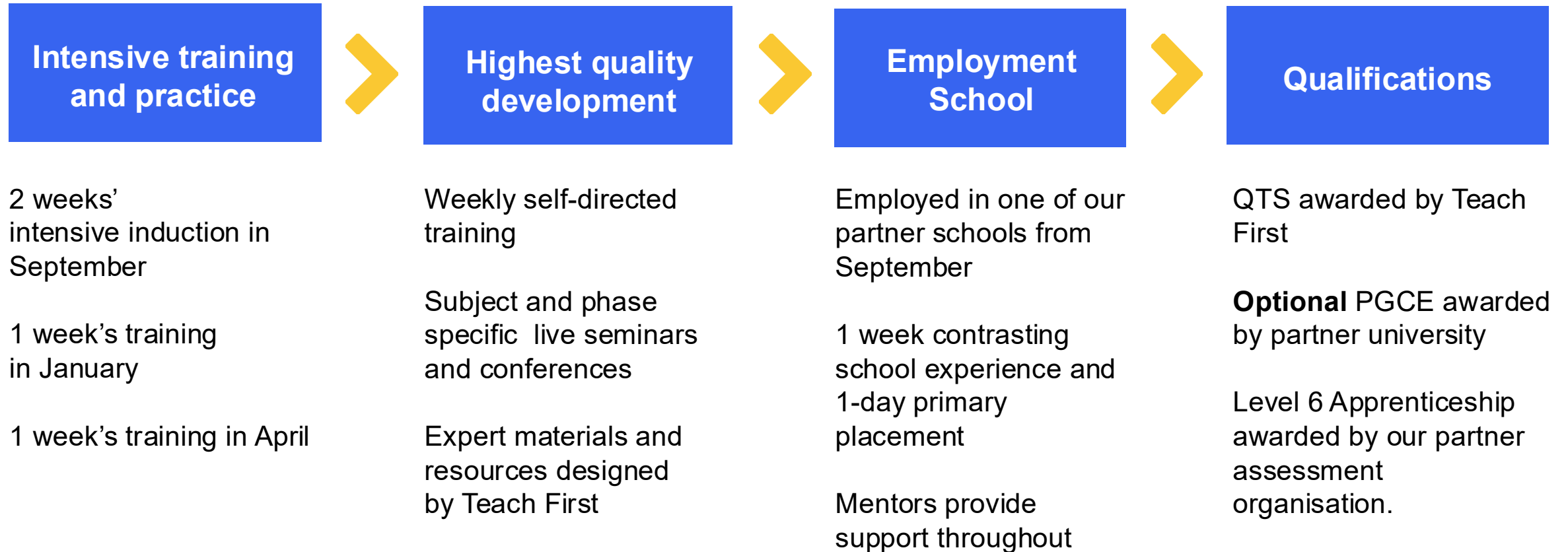
📍 **Location:**
East Midlands



Our programme

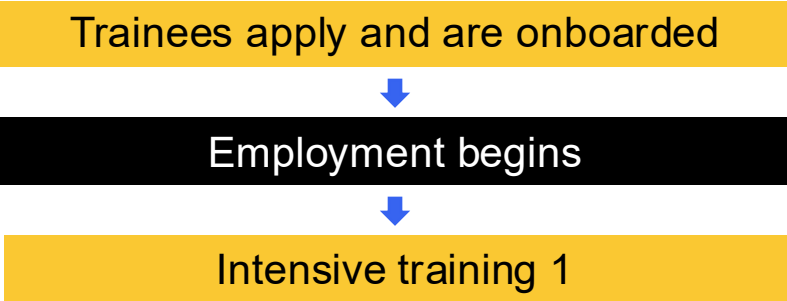


Programme in a nutshell



Proposed programme overview

September 2026 – July 2027



Half terms 1 & 2	Module 1 & 2		
Half terms 3 & 4	Module 3 & 4	Intensive training 2	PGCE assignment 1* Broader school experience
Half terms 5 & 6	Module 5 & 6	Intensive training 3	PGCE assignment 2*

L6 Apprenticeship awarded, QTS & PGCE* (*optional)

WEEKLY OFF THE
JOB TRAINING
INCLUDES

Self directed study
units

Live seminars

Whole day
conferences

Course content

5 key areas, informed by research and expertise:

- 1** Subject knowledge and pedagogy.
- 2** An inclusive classroom environment.
- 3** Effective and inclusive teaching.
- 4** Planning and curriculum.
- 5** Effective Assessment.



Support from Teach First

Dedicated roles to support delivery of the programme within your school setting:

- Subject Development Lead
- Practice Development Lead
- Employee Assistance Programme for apprentices

Expert training and support for in school mentors



Roles and responsibilities



Key roles – Teach First

DEVELOPMENT LEADS

Development Leads are employed by Teach First. They are experts in teacher development and classroom practice and will:

- coordinate and support apprentices to receive and ensure alignment with the curriculum
- help mentors develop their expertise
- deliver in person and online training for both apprentices and mentors
- make a final assessment for apprentices to achieve QTS

APPRENTICESHIP ASSESSOR

Apprentice Assessors are contracted by Teach First and are responsible for:

- Independently assessing apprentices' evidence of meeting the Apprenticeship Standard (Teaching Standards)
- Awarding the apprenticeship on successful assessment

Key roles – in school

APPRENTICE PROGRAMME LEAD

A senior leader in the employment of the school who is responsible for overseeing mentor quality and support for the apprentice, and ensures key programme requirements are met:

- acts as a point of escalation for issues regarding trainee progress and support
- oversees the quality of mentor provision
- plans and coordinates the weeklong broader school experiences.

MENTORS

Mentors are school-based, working closely with apprentices to:

- share their expertise in the subject or phase the apprentice teaches in
- ensure each apprentice has a successful experience in school
- help the apprentice develop successfully, to achieve QTS and make progress against the curriculum.

Roles and Responsibilities

Teach First will:

- Lead development and delivery of the PGTA.
- Recruit, select and appoint candidates.
- Ensure PGTA meets all compliance requirements.
- Ensure high quality mentor training and induction.
- Carry out and share initial assessment for training plan.
- Provide high quality online materials / training sessions to support off-the-job training.
- Schedule termly 1:1 developmental conversations with a Development Lead.
- Complete termly progress review meeting.
- Recommend Apprentice for QTS.
- Contract with the apprenticeship assessor for the level 6 apprenticeship.

Roles and Responsibilities

The school will:

- Employ the apprentice to start teaching in 2026/27 academic year to complete the PGTA.
- Ensure the apprentice is supported to achieve QTS, including a full and effective contrasting school experience.
- Ensure that they are aware of PGTA compliance requirements, including protecting apprentice time for off-the-job (OTJ) hours.
- Ensure the apprentice programme lead, apprentice and mentor can attend training to effectively deliver in-school elements of PGTA.
- Agree to the use of video observation tool Steplab Lens and ensure apprentices engage with this tool.
- Meet Teach First selection criteria and provide an excellent environment for training.

Roles and Responsibilities

The apprentice will:

- Complete all statutory checks, including national numeracy challenge in advance.
- Engage with Steplab, including Steplab Lens, as a means of demonstrating progress.
- Complete ITAP and learning modules and (if opting into PGCE) academic assignments.
- Complete a minimum of 5 days of contrasting school experience.
- Complete QTS and Award of Apprenticeship.

In-programme expectations

Timetabling

- Between 13 and 15 hours timetabled teaching per week.
- Equivalent of 1 day per week for 'off the job' learning hours.
- No more than 80% of qualified teacher's commitments.
- Planning, preparation and assessment (PPA) in blocks of at least one hour.
- Protected time for OTJ day to attend seminars / conferences and complete independent study.
- At least 51% in QTS subject, maximum of 2 subjects across 2 key stages.
- Apprentice and mentor timetabled for 90 mins of 1:1 interaction each week, protected and during school day.
- No cover duties, lunch duties or sole responsibility for a form.

In-programme expectations

Apprenticeship development

- Apprentice programme lead should be a member of SLT.
- Mentor should have experience, expertise and capacity to develop the apprentice, teaching same subject as apprentice.
- Annual induction session for both roles.
- Mentor diagnostic assessment to enable targeted training – synchronous and asynchronous.
- Steplab to assess, track and comment on progress.
- Mentor / Development Lead updates on progress.
- Minimum of 10 full lesson observations – 4 from their mentor and 6 from Development Leads (including 1 joint observation with the Development Lead to support apprentice progress and moderation of assessment).

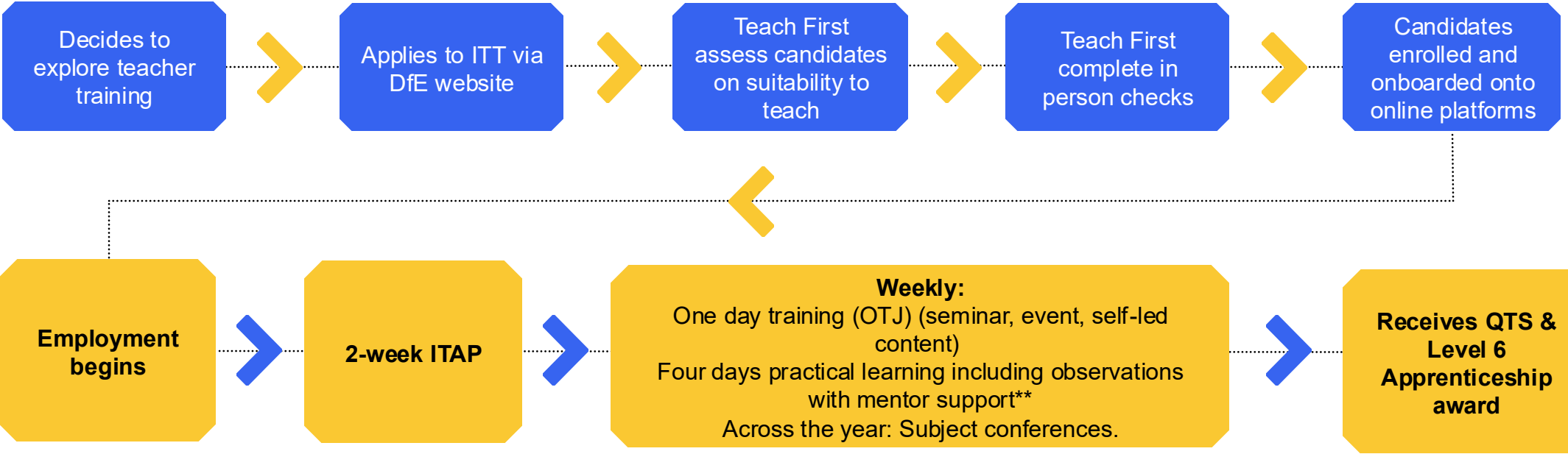
In-programme expectations

Training environment

- School provides a suitable training environment.
- Accountable for securing reasonable adjustments from date of offer of employment.
- Responsible for sponsoring any access to work to support reasonable adjustments.
- Ensure access to Steplab Lens video observation tool.
- Release apprentice to attend all PGTA training sessions.
- Arrange contrasting school experience (CSE) of at least one week (5 days).
- Arrange at least one day in a primary school.
- Update Teach First with any change of mentor or apprentice programme lead.
- Update Teach First within four working days of an Ofsted judgement.

Apprentice journey

Attraction to onboarded
September 2025 – August 2026



Core programme experience
September 2026 - July 2027



Finance



Costs

Course fees

- Apprenticeship levy – funded from the school's service account
- Apprenticeship charge – school invoiced by Teach First

Financial support

- Grant funding From the DfE
- Passed through in full via Teach First
- Amount varies per subject
- Grant amounts set annually by DfE

As this is an employment-based ITT route, apprentices are not eligible for a training bursary or student finance.



Cohort 2026 price point per apprentice and payment terms

Apprenticeship levy

£9,000

Timing tbc (accessed directly from service account)

Apprenticeship charge

£4,000

Invoiced in Sep (standard 30 days payment terms)

Grant funding 25/26*

Biology £5,000

Mathematics £28,000

Paid in 11 instalments (Sep-Jul)

* 26/27 not yet published

Teach First routes into teaching

Feature	SCITT	Training Programme	PGTA
Route Type	School-led	Employment-based (via Teach First)	Employment-based (apprenticeship)
Qualification	QTS and PGCE	QTS and PGCE	QTS + optional PGCE
Duration	1 year	2 years (with support into ECT years)	1 year
Placement	Based in one or more schools	Employed in a single partner school from day one	Employed by a school as an apprentice teacher
Location	Place based/local	National	Place based/local
Funding	Tuition fees (bursaries/scholarships available)	Paid salary + training funded	Paid salary + apprenticeship levy & grant covers costs
Employment Status	Supernumerary	Employed by placement school	Employed by placement school
Support	School-based mentor + Delivery Partner support roles	In-school mentor + Teach First support roles	In-school mentor + Teach First support roles
Focus	Supportive, practical classroom experience slowly building up	Leadership, social justice, and teaching from day 1	Practical teaching with academic study
Target Audience	Graduates seeking school-led training	Graduates committed to addressing disadvantage	Graduates wanting to earn while they train
Delivery Method	Delivery Partner	Teach First direct	Teach First direct

Is this
programme
right for
your school?



Benefits for your school

- Salaried, locally-based apprentice
- Added capacity
- Excellent training from Ofsted outstanding ITT provider with 20+ years' track record
- Research-led and subject/phase-specific training
- High-quality mentor training
- Subject/phase-specific mentor and lead mentor
- Teacher recruitment pipeline
- Recruitment efficiency
- Rigorous selection
- *DP to add further details on any funding or support*



Next steps

How to raise a vacancy

[Complete this form](#) and Teach First will be in touch with you.

Any questions?

Contact Abi Mason, Regional Partnerships Manager (East Midlands), Teach First on amason@teachfirst.org.uk

Read more about the key requirements

[PGTA school key requirements](#)



A photograph of two young women in school uniforms (white short-sleeved shirts and dark blue ties with light blue diagonal stripes) embracing each other outdoors. They are standing on a green lawn with a dense line of trees in the background. To the right, a soccer goal is visible on the grass. The woman on the left has dark hair in braids, and the woman on the right has long blonde hair. Both are smiling warmly at the camera.

High quality training that
shapes brilliant teachers



Thank you

Teach First is a registered charity, no. 1098294

teachfirst.org.uk

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