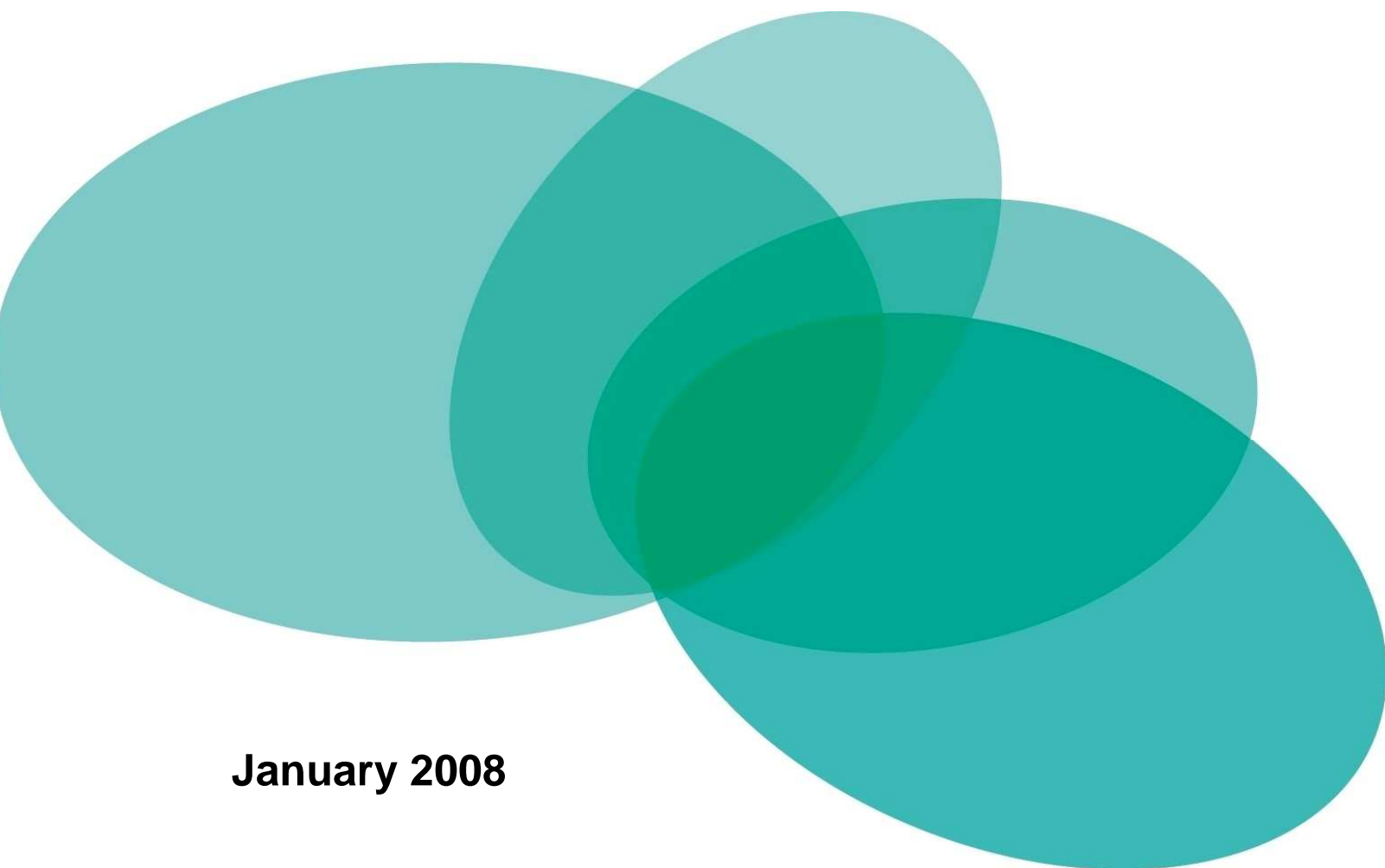




Skills for Learning Professionals

Defining teacher roles and responsibilities in the further education sector in England



January 2008

the \mathbb{R}^n -valued function \mathbf{f} is a solution of the system (1) if and only if \mathbf{f} is a solution of the system (2).

Let us assume that \mathbf{f} is a solution of the system (2). Then, for any $t \in \mathbb{R}$, we have

$$\mathbf{f}(t) = \mathbf{f}(0) + \int_0^t \mathbf{f}'(s) ds = \mathbf{f}(0) + \int_0^t \mathbf{A}(s) \mathbf{f}(s) ds.$$

Since \mathbf{f} is a solution of the system (2), we have $\mathbf{f}(0) = \mathbf{0}$. Therefore, we have

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Defining teacher roles and responsibilities in the sector

LLUK has identified two distinct and important teacher roles in the FE sector in England, for which there are government regulations:

- a full teacher role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS)
- an 'associate' teacher role which contains fewer teaching responsibilities and which will be performed by those who are expected to attain the status of Associate Teacher, Learning and Skills (ATLS).

These have been identified through extensive research into teacher roles in the sector. The vital responsibilities undertaken within each of these roles is detailed in a table below. The college or provider will need to determine across its provision which teaching requires a full teacher role and which an associate teacher role¹.

It should be noted that teacher roles are **not** undertaken by those who work exclusively in these following roles:

Learning support practitioners

The role of the learning support practitioner is different from that of a teacher. Learning support practitioners practice under the direction of someone leading the learning. The requirement to gain ATLS or QTLS status, therefore, does not apply to learning support practitioners. LLUK is currently developing National Occupational Standards for learning support practitioners. New qualifications for learning support practitioners will be introduced in September 2008, appropriate to learning support roles identified in the sector.

Teacher related roles in the FE Sector

Teacher related roles include professional assessor, mentor, manager, broker, or verifier. These are not teacher roles. Those in a teacher related role who do not undertake any teaching are not required to hold a teaching qualification. However, if an individual in these roles does undertake some teaching, they would be required to hold a teaching qualification appropriate to the teacher role they are fulfilling.

Teacher roles and initial teaching qualifications

Identifying teacher roles has been significant for the development of new initial teaching qualifications. From September 2007 it is no longer the amount of time that someone teaches that determines which initial teaching qualification(s) should be undertaken, but their role as a teacher. All those who teach, even on a very part time basis, will be required to undertake a teaching qualification appropriate for either an associate teacher role or for a full teacher role. Those deemed 'visiting specialists' who are employed by the institution on an occasional basis to provide updating on current commercial, industrial or professional practice will not be required to undertake a teaching qualification. Information on new teaching qualifications can be found in later sections of this document.

¹ It is important to note that the responsibility for pay and terms and conditions for teachers is a matter for employers, and as appropriate their negotiations with unions. Policy for full and associate teacher roles and arrangements for teacher qualifications is independent of pay, and so is not a matter for this document

All new teachers whether in an associate or full teacher role must also undertake 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) at the beginning of their career. This can be as a discrete award or embedded in a larger qualification. This confers a threshold licence to teach and is a starting point, not a stopping point, in a teacher's professional development.

Teacher roles

Research undertaken by LLUK indicates that all teachers undertake the same activities in relation to the teaching cycle:

- Initial assessment
- Preparation and planning
- Delivery
- Assessment
- Evaluation
- Revision based on evaluation

The research also demonstrated that many teachers in the sector have significantly fewer responsibilities, in relation to these activities, than those in a full teaching role. These teachers are deemed to be in an associate teacher role. The two roles have been described in the **Further Education Teachers' Qualifications (England) Regulations 2007**.

"'associate teaching role' means a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies"

"'full teaching role' means a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies"

Further Education Teachers' Qualifications (England) Regulations 2007

Research into the associate teacher role

The research into teacher roles undertaken by LLUK identified that there were a range of people involved in teaching who did not develop their own materials, but taught from pre-prepared packs. These teachers often had job titles such as instructor, trainer, technician, although this was not standard across constituencies. It was generally the case that where teachers fell into this category, there would be someone in a full teacher role who was working in association with them. The teacher in a full role would be acting as, for example, a line manager or mentor to advise on ways to ensure a positive learner experience. Where a teacher is not generally involved in the development of materials or learning programmes, they are unlikely to be considered to be in a full teacher role. However, it will be the combinations of different aspects of role which will define whether someone is working in an associate or full teacher role.

It is desirable that those operating in the associate role will be working in association with a team or course leader to ensure a positive learner experience.

While associate teachers have fewer teaching role responsibilities than those in a full teacher role, the quality of the teaching is expected to be of an equally high standard.

Comparison of full teacher and associate teacher roles

There is a diversity of associate teaching roles which are complementary to, but remain distinct from the full teaching role. The following table provides an indication of the types of responsibilities undertaken by those in both roles. It is not expected that an individual teacher undertakes every responsibility listed against the relevant role. The qualifications detailed below will equip teacher trainees with the knowledge, understanding and skills required to undertake these roles. LLUK will provide further guidance in due course following evaluation of the qualifications and associated roles.

Examples of the associate teacher role

Lifelong Learning UK is developing a number of case studies to explore and describe the range of associate teachers in the FE sector in England. These will be made available on the LLUK website in due course.

Table comparing responsibilities of those in an associate teacher role and those in a full teacher role

(Text in grey denotes the same responsibilities across the two teacher roles)

The teacher performing the associate teacher role will have a responsibility to:	The teacher performing the full teacher role will have a responsibility to:
Apply and promote codes and principles of practice	
<ul style="list-style-type: none"> ▪ Negotiate individual learning goals with learners ▪ Demonstrate that individual learner needs have been taken into account within a cohort of learners, even where it is perceived that all learners have the same learning goals. ▪ Establish and maintain a learning environment appropriate to area of expertise and learner cohort ▪ Identify key aspects of relative current legislative arrangements ▪ Establish ground rules that underpin appropriate behaviour and respect for others ▪ Demonstrate the application of codes of practice and principles of inclusiveness, including respect for confidentiality ▪ Promote equality and engage with diversity, and know how to challenge discriminatory behaviour and attitudes ▪ Negotiate ground rules with learners and learner cohorts, and engender understanding of mutual respect within the learning environment 	<ul style="list-style-type: none"> ▪ Negotiate individual learning goals with learners ▪ Demonstrate that individual learner needs have been taken into account, within a cohort of learners and within the context of personalised learning ▪ Establish and maintain a learning environment appropriate to area of expertise and learner cohort ▪ Identify key aspects of relative current legislative arrangements ▪ Establish ground rules that underpin appropriate behaviour and respect for others ▪ Demonstrate the application of codes of practice and principles of inclusiveness, including respect for confidentiality ▪ Promote equality and engage with diversity, and know how to challenge discriminatory behaviour and attitudes ▪ Negotiate ground rules with learners and learner cohorts, and engender understanding of mutual respect within the learning environment

Conduct initial assessment	
<ul style="list-style-type: none"> ▪ Administer initial assessment in own specialist area. For example, form filling, informal interviews ▪ Have an understanding of the use and purpose of different methods of initial assessment and their appropriate application 	<ul style="list-style-type: none"> ▪ Administer initial assessment in own specialist area. For example, form filling, informal interviews ▪ Have an understanding of the use and purpose of different methods of initial assessment and their appropriate application ▪ Have knowledge and understanding of different initial assessment methodologies ▪ Select and apply different initial assessment methods for appropriate use with learners within an inclusive framework ▪ Make use of the results of initial assessment in preparing for personalised learning
Plan for learning and develop the curriculum	
<ul style="list-style-type: none"> ▪ Prepare session plans to meet the individual needs of learners, even if using pre-prepared materials and within predictable contexts ▪ Plan teaching sessions ▪ Will contribute to planning learning within a team, as appropriate 	<ul style="list-style-type: none"> ▪ Prepare session plans to meet the individual needs of learners, even if using pre-prepared materials and within predictable contexts ▪ Plan teaching sessions ▪ Will contribute to planning learning within a team, as appropriate ▪ Prepare schemes of work to meet the individual needs of learners ▪ Develop learning programmes which are coherent and appropriate for learners ▪ Plan differentiated learning activities which create the opportunity for individual learners to be assessed against measurable outcomes ▪ Plan for contingencies within a teaching session ▪ Demonstrate planning skills, both as an autonomous teacher and as an effective curriculum team member
Apply theories of learning	
<ul style="list-style-type: none"> ▪ Demonstrate awareness of basic theories of learning, and how they are applied in practice 	<ul style="list-style-type: none"> ▪ Identify theories of teaching and learning relevant to own specialist area and compare and contrast their effectiveness in application with a range of learners ▪ Develop practice through reference to relevant and current theories of learning

Teach	
<ul style="list-style-type: none"> ▪ Demonstrate effective approaches to teaching to: <ul style="list-style-type: none"> more than one level more than one target audience ▪ Deliver session plans to meet the individual needs of learners ▪ Apply appropriate teaching and learning strategies which take account of individual learner need ▪ Demonstrate understanding of the responsibilities and boundaries of own role in providing support for individual learners ▪ Work in partnership with colleagues and/or appropriate others within and outside the organisation to support learners effectively ▪ Signpost and/or refer learners on to specialist services, as necessary • Seek out appropriate opportunities for collaborative working and professional improvement 	<ul style="list-style-type: none"> ▪ Demonstrate effective and innovative approaches in teaching to: <ul style="list-style-type: none"> more than one level more than one target audience more than one learning programme ▪ Deliver session plans to meet the individual needs of learners ▪ Apply appropriate teaching and learning strategies which take account of individual learner need ▪ Use effective professional judgement to adapt or change teaching within a session to take account of changing circumstances and/or learner demands ▪ Demonstrate understanding of the responsibilities and boundaries of own role in providing support for individual learners ▪ Provide tutorial support to learners, as necessary ▪ Contribute to team work and teach as part of a team, as necessary, to enhance learners' experience ▪ Signpost and/or refer learners on to specialist services, as necessary ▪ Work in partnership with colleagues and/or appropriate others within and outside the organisation to support learners effectively ▪ Promote the benefits of multi agency working to enhance learner experience ▪ Seek out appropriate opportunities for collaborative working and professional improvement
Teach area of specialism	
<ul style="list-style-type: none"> ▪ Ensure that learners understand the context of the area of specialism. For example, its application and contribution to the economy/society ▪ Demonstrate methods to effectively engage and enthuse their learners in the area of specialism ▪ Refer learners on to sources of general and current education, training and/or career opportunities, as appropriate 	<ul style="list-style-type: none"> ▪ Ensure that learners understand the context of the area of specialism. For example, its application and contribution to the economy/society ▪ Promote the contribution of learning towards social regeneration and personal development ▪ Demonstrate methods to effectively engage and enthuse their learners in the area of specialism ▪ Use a variety of approaches to engage and enthuse learners,

	<p>including the use of new and emerging technologies</p> <ul style="list-style-type: none"> ▪ Relate developments in own specialist area to current national and/ or global trends ▪ Refer learners on to sources of general and current education, training and/or career opportunities, as appropriate ▪ Provide general and current information about potential education, training and/or career opportunities
Select and/or develop materials	
<ul style="list-style-type: none"> ▪ Select appropriate materials from the range available ▪ May develop a limited range of materials ▪ Know ways to adapt use of materials to ensure inclusiveness 	<ul style="list-style-type: none"> ▪ Develop and produce teaching and learning materials appropriate for a range of contexts, purposes and target audiences ▪ Adapt materials to ensure inclusiveness ▪ Adapt materials based on feedback and evaluation
Assess learners and provide constructive feedback	
<ul style="list-style-type: none"> ▪ Use a range of assessment activities which produce valid, reliable and sufficient evidence ▪ Assess learner performance ▪ Encourage learners to reflect on their own and others' performance through self and peer evaluation ▪ Facilitate opportunities for learners to use peer and/or self assessment ▪ Give constructive feedback to learners ▪ Facilitate opportunities for learner feedback 	<ul style="list-style-type: none"> ▪ Devise a range of assessment activities to meet the needs of individual learners ▪ Devise differentiated activities which create the opportunity for individual learners to be assessed appropriately against measurable outcomes ▪ Use a range of assessment activities which produce valid, reliable and sufficient evidence ▪ Assess learner performance ▪ Evaluate appropriateness of different methods of assessment of learning and assessment for learning for a range of learners ▪ Evaluate the effectiveness of a range of assessment methods and tools for different learners in different contexts ▪ Encourage learners to reflect on their own and others' performance through self and peer evaluation ▪ Facilitate opportunities for learners to use peer and/or self assessment in the context of assessment for learning ▪ Review goals with learners and negotiate and agree achieved outcomes on a regular basis ▪ Demonstrate principles of good practice in giving constructive

	<p>feedback</p> <ul style="list-style-type: none"> ▪ Facilitate opportunities for learner feedback ▪ Evaluate effectiveness of different methods of feedback as a tool for learning ▪ Demonstrate understanding of differences between assessment and evaluation ▪ Evaluate the effectiveness of feedback to aid the improvement of learner performance
Contribute to the quality cycle of the organisation	
<ul style="list-style-type: none"> ▪ Monitor learner progress ▪ Keep accurate records of learner progress ▪ Contribute to organisational quality procedures 	<ul style="list-style-type: none"> ▪ Monitor learner progress ▪ Keep accurate records of learner progress ▪ Contribute to organisational quality procedures ▪ Use information on learner progress to contribute to quality improvement. ▪ Participate in standardisation activities
Evaluate own practice	
<ul style="list-style-type: none"> ▪ Evaluate own practice on a regular basis ▪ Collaborate with others to improve own performance ▪ Engage in continuing professional development 	<ul style="list-style-type: none"> ▪ Evaluate own practice on a regular basis ▪ Collaborate with others to improve own and team performance ▪ Engage in continuing professional development ▪ Engage in small scale practitioner research, and disseminate this to wider audiences



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