

Information for Applicants

School Direct with

Riddlesdown Collegiate
Warlingham School
Archbishop Tenison's
St Andrew's CE School

In partnership with:
Roehampton University
King's College London
e-Qualitas

Riddlesdown Collegiate



Warlingham School



St Andrew's
CE School



Archbishop Tenison's
CHURCH OF ENGLAND HIGH SCHOOL

WELCOME

Thank you for taking an interest in our School Direct training opportunity. We have run this process since September 2014 and it is proving to be an exciting experience for all involved. We hope that by reading our offer overview you will gain a good appreciation of how the programme runs and the benefits it holds for you and your potential career choice in education.

Our School Direct package is relatively new but is one that allows prospective teachers to gain an opportunity to train in a dynamic educational setting located across four successful comprehensive secondary schools which are working in partnership to help produce high quality and well trained teachers of the future.



Hello My name is Philippa Bigden and I am the Assistant Principal of Riddlesdown Collegiate responsible for Initial Teacher Training. This role focuses on the training of all new and recently-qualified staff. I welcome the opportunity to work with people from a range of backgrounds and experiences who have now chosen to enter into the dynamic and rewarding world of education.



Hello My name is Paul Kinder and I am the Deputy Head of Warlingham School responsible for training and development of new and existing staff. I firmly believe in investing in people and offering a wide variety of training and development opportunities to all staff in order to provide the best outcomes for teachers and students alike.



Hello My name is Andrew Cook and I am the Assistant Headteacher at Archbishop Tenison's CE High School responsible for staff development. One aspect of this role includes developing trainee teachers and NQTs. Archbishop Tenison's is an excellent school for anyone who is starting out on their teaching career. We are committed to providing sustained professional learning through high quality CPD opportunities.



Hello My name is Vicky Matthews and I am the Assistant Headteacher, responsible for Learning and Teaching, at St Andrews CE School. I oversee development and training of all staff at the school, including trainee teachers and NQTs. At St Andrew's, we believe in sharing great outcomes and learning from one another. I am passionate about education and the opportunities that we offer at St Andrew's.

TEACHER TRAINING COURSES

THE FACTS

WHAT DOES IT INVOLVE?

TO become a qualified teacher, you need to successfully complete teacher training. By doing so, you'll achieve 'qualified teacher status' – or QTS. All teacher training courses include:

- a minimum of 24 weeks in at least two schools to give you practical classroom experience,
- academic study to give you the knowledge and understanding to teach successfully, and
- an assessment of your teaching skills (through being observed teaching classes).



SCHOOL-LED TRAINING

IF you want your training to be based at a school where you can be fully immersed in the life of a teacher from day one, a school-led training course is for you. You're selected by the school and are based there during your training.

WHAT IS A PGCE?

A PGCE involves a course of academic study that results in a professional academic qualification. It is normally a year-long full-time course (or up to two years part-time) that, when combined with a programme leading to QTS, develops your understanding of the theory of education and teaching methods. A PGCE is available through both school-led and university-led training courses. We are offering a PGCE through a combined route of working with us in school and spending some time at University.

SCHOOL DIRECT

This is a popular choice for those who hope to secure a teaching post in the network of schools where they are training. If you're successful in your training, there is a government expectation that you will get a job offer in one of the schools when you qualify. With School Direct you get practical, hands-on training and education based in good schools across the country. School Direct courses are designed by groups of schools – with a university or a SCITT – based on the skills they are looking for in a newly qualified teacher. The schools recruit you as a trainee onto their School Direct course with a job in mind just for you. School Direct courses generally last a year and all result in QTS. Many also award you a PGCE and/or Master's-level credits.

WHAT WILL I LEARN?

BY the end of a teacher training course you should:

- know and understand the national curriculum in your chosen subject(s) and/or age group
- be able to plan and prepare for lessons and set students' learning objectives
- have strong classroom management skills, such as knowing how to promote good behaviour and minimise disruption
- know how to teach students with special educational needs and disabilities, and
- be able to assess students effectively.



CAREER CHANGERS GET PAID WHILE YOU TRAIN

IF you're a graduate and have three or more years' work experience,* School Direct (salaried) is available exclusively for you. You'll be based at a school and earn a salary during your training – and you can expect a job offer when you qualify. Often the school covers the cost of your training to achieve QTS.

WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

School	Riddlesdown Collegiate
Location	Honister Heights, Purley, Surrey, CR8 1EX
Age Range	11-18
Type of School	Multi Academy Trust
Number of Students	1900
Number of post-16 Students	315
Number of Teaching Staff	125
Number of Non-Teaching Staff	100
% of students achieving A*-C in GCSE English and Maths)	70%
% A*-B Grades at A Level	46%
OFSTED Grade (May 2016)	Outstanding
Motto	"Learners of today. Leaders of tomorrow"
Transport	<p>Riddlesdown Collegiate is only a 24 minute train journey from central London!</p> <p>By Car: Riddlesdown Collegiate can be easily accessed by car and has plenty of parking available to staff both on and off site.</p> <p>By Train: A direct train from London Victoria to Riddlesdown station takes 24 minutes. Riddlesdown Station is only a short walk from the Collegiate. Further trains also run from Purley Station.</p> <p>By Bus: The Collegiate is well facilitated by three alternative bus routes running to and from Central Croydon and the surrounding areas: 407, 412, 612.</p>

OUR COLLEGIATE

Welcome to Riddlesdown Collegiate – an outstanding school and a very special place in which young people learn and grow. We are a very large, successful and popular school with a rich and respected history and high aspirations for an even brighter and more exciting future. We have a talented and dedicated team of staff who are always looking to improve the quality of our work and ensure that everyone achieves all that they can. Here at Riddlesdown we deliver a broad and balanced curriculum and hold high expectations of traditional and exemplary standards of behaviour, effort and commitment to school life.

"Pupils' behaviour and attitudes to school are consistently outstanding. They conduct themselves impeccably in classrooms and around the building." Ofsted 2016

Our attractive site high on the North Downs, surrounded by woodlands and fields, is a lively and invigorating place to learn. We place a strong emphasis on academic achievement and personal and social development. Students have the opportunity to learn in class, around the site, across the country and internationally through our wide and varied extracurricular programme and full diary of events throughout the year.

Our approach allows everyone to develop new skills and means we can make sure goals are realised and ambitions achieved year after year. We are able to do this through blending traditional standards with modern teaching methods and learning facilities. We stress hard work in the Collegiate and at home and build strong partnerships with parents. We have a smart uniform and a disciplinary code that values responsibility for oneself and consideration for others. At all times students are encouraged to live up to our motto, "Learners of today. Leaders of tomorrow".

Riddlesdown Collegiate



“Teaching is outstanding because it captivates pupils interest and challenges their thinking. As a result, pupils are highly motivated and work with purpose.” Ofsted 2016

OUR STRUCTURE



Our “small schools” system means that we have divided our very large school into a collection of smaller schools, which we call Colleges, each of which has its own Headteacher and team of staff and accommodates about 400 students. Year 7 students join one of our Colleges – Aquila, Orion, Pegasus or Phoenix – where strong relationships and a clear identity foster outstanding learning. Post-16 students join College VI whilst the Creative and Performing Arts (CPA) College provides specialist teaching and facilities across the Collegiate in Art, Drama, Dance, Design Technology, Media Studies, Music, Photography and Sport; most of this provision is in our new £4 million building, The @RC, delivering excellence in the arts for our students and community. In addition, the MacKay College provides specialist support to each College, delivering excellence in our inclusion work and underpinning all of this is our Specialist Science Status, which makes Science an area in which our students excel.

“There is a real sense of community at Riddlesdown. I don’t think I would have felt as much a part of a community if I had gone to another school.” Year 11 Student

OUR VALUES

Our ethos is to be a community in which all members are valued and value each other. We are all leaders of the Riddlesdown community, responsible for our learning and the Collegiate. We work together to maximise our own achievements and those of others.

In applying for a post at Riddlesdown Collegiate, applicants should consider how they would promote our values in their day-to-day work with students, colleagues and other stakeholders.

Value each other
Aim high
Lead by example
Use and develop our talents
Excel in our efforts
Stick at it

WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS



OUR STUDENTS

The vast majority of our students join the Collegiate in Year 7 with above average attainment. Behaviour is outstanding at the Collegiate and our students consistently demonstrate their desire to learn and achieve. They enjoy coming to school (attendance is over 96%) and enjoy lessons where they can explore, investigate and feel challenged by their learning. They equally value the opportunities they have to learn outside of the classroom and we are proud of the extensive and varied extra-curricular programme that our students enjoy and benefit from. It is these additional, high quality learning experiences, together with a strong set of academic qualifications that we believe provides our students with the very best chances of success in their future lives.

“Provision for pupils spiritual, moral and cultural development is excellent, the highly inclusive climate of the school promotes genuine respect and tolerance for others.”
Ofsted 2016

PROFESSIONAL DEVELOPMENT

We invest greatly in the professional development of all our staff to ensure that the quality of our work remains consistently high and Riddlesdown Collegiate continues to be at the forefront of pedagogical practice. Leadership development is key to our success; over 70% of our promoted post-holders have been appointed internally.

At Riddlesdown Collegiate we work with a large group of University providers to support Initial Teacher Training and offer a rich and varied programme of Professional Studies here onsite at Riddlesdown and across our Alliance. School Direct applicants are encouraged to participate fully in Collegiate-life, in addition to having a personal Mentor and bespoke training opportunities.





ACHIEVEMENT AND STANDARDS

Examination results are consistently high. In May 2016, OFSTED judged outcomes for students to be outstanding as a result of outstanding teaching and learning, outstanding behaviour and outstanding leadership and management across the Collegiate. Whilst results and qualifications are crucial, just as importantly, students enjoy their time here, whilst parents appreciate the care and support we deliver.

GCSE

In 2016, 70% of Riddlesdown Collegiate students achieved 5+ A*-C grades including English and Mathematics at GCSE. This is the result of excellent outcomes across a wide range of subjects, including English and Mathematics in which students continue to achieve highly and almost a quarter of students achieved 5+ A*/A grades.

A LEVEL

A-Level results are significantly stronger than in previous years with 68% of students achieving A*-C and 46% of students achieving A*-B. However the Collegiate is determined to continue building on this success and the challenge now remains to ensure results are consistently above national average. We are very proud of our students and their successes with over 90% of students progressing onto University, with above average numbers entering Russell Group universities.

“The teaching was first class. It enabled me to go out into the world with a great work ethic. I now run my own production company and work as an Actor. The range of extracurricular activities and the facilities at Riddlesdown are brilliant, and I will always be grateful for the opportunities I had whilst studying there.” Ex-student



Further information about our Collegiate is available on our website: www.riddlesdown.org.

Links you may find useful:

<https://getintoteaching.education.gov.uk/>

<https://www.gov.uk/guidance/funding-initial-teacher-training-itt-academic-year-2016-to-17>

WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

School	Warlingham School
Location	Tithepit Shaw Lane, Warlingham, Surrey, CR6 YB
Age Range	11-18
Type of School	Multi Academy Trust
Number of Students	1470
Number of post-16 Students	270
Number of Teachers	96
Number of Non-Teaching Staff	93
% of students achieving A*-C at GCSE in English and Maths	60%
% A*-B Grades at A Level	39%
OFSTED Grade (October 2013)	Good (with outstanding aspects)
Motto	“Wide Horizons, High Aspirations”
Transport	403, 409 and 540 bus Upper Warlingham Train Station Whyteleafe Train Station

OUR VALUES

Warlingham School provides a caring, supportive environment, where children and staff are happy, where we all work with integrity and respect, and where everyone is challenged to reach their highest possible achievement.

Our key values are: Commitment, Courage and Kindness

OUR AIMS

Warlingham School aims to:

- help every student, and every member of staff, to achieve more than they ever thought possible, regardless of their starting points,
- be a community of excellence where we hold high expectations for success in ourselves and in others,
- foster an environment where individuals take responsibility for themselves and show respect for others as part of a healthy and safe community,
- value and embrace the fact that we are all different and show tolerance for the beliefs, faiths and opinions of others,
- prepare students for successful and fulfilling adult lives by giving them opportunities to experience work, volunteering and to participate in their community ☑ help our students to develop into articulate, confident, courteous and considerate citizens ☑ promote a love of learning by high quality and engaging teaching which delivers great learning outcomes, and
- celebrate the varied achievements of all students and all members of staff.

OUR MOTTO

HIGH ASPIRATIONS: ‘Be the best you can be’

WIDE HORIZONS: ‘Be inspired to experience more than you thought possible’

We take our motto of “Wide Horizons, High Aspirations” very seriously and build in opportunities for our students to develop as individuals through the taught curriculum and an extensive range of additional activities.





LEARNING AT WARLINGHAM SCHOOL

Ofsted inspectors have praised the quality of teaching throughout the school and the exemplary behaviour of our students. Staff have high expectations of students and provide a range of challenging experiences for all abilities, leading to good examination performances and an enjoyment of learning.

OUR STRUCTURE

A happy and harmonious school is the best environment to enable children to realise their potential. Everyone at Warlingham School works hard to help the children to be happy and confident. Children's academic, social and personal development is overseen by the Heads of our well-established House System and is supported by the Form Tutors. We also employ a team of Raising Standards Leaders whose role is to examine performance data of students in a Year Group, identifying those that are under-performing and those that are achieving especially well and to intervene and support accordingly.

Great emphasis is placed upon getting to know each individual child and ensuring that his or her needs are being met. The school has a large computer network, with most departments having their own dedicated ICT room, which enables students to engage in e-learning across the whole curriculum. Students (and parents) are also able to access school network learning materials from home through our remote access facility via our website.

The school's Learning Development Department works closely with students to devise programmes and strategies that enable the child to be successful at Warlingham. The advice of professionals from external agencies is sought where appropriate. Students are well-supported by specially trained teachers and a large team of teaching assistants.

“Teachers have high expectations and are ambitious for students' achievement.” Ofsted

OUR STUDENTS

Our students enjoy learning and achieve good results in the key subjects at GCSE and at A-level. Students are taught how to learn and they are all, irrespective of ability, stretched and supported in their pursuit of excellence. We believe that all children should make outstanding progress, and to encourage them to make that progress, we ensure that achievement is always celebrated. Working together with parents, we set challenging targets, rigorously monitor progress, develop aspirations and encourage students to take responsibility for their learning. We provide regular contact with home to ensure that parents and carers are fully informed and involved with the academic progress of their child.

Throughout their time at Warlingham, we encourage students to take on a variety of leadership roles. Under our leadership programme, students are encouraged to participate in and organise a wide range of events in school, raise funds for charity, support younger students by acting as mentors and welcoming visitors. The student voice is a central element to the ethos of the school and each term the students undertake fundraising events which contribute to local charities and help improve the school environment.

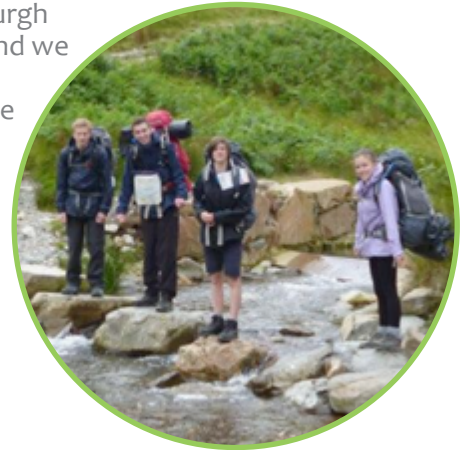


WHY TRAIN WITH US?

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Many students develop their leadership skills through the Duke of Edinburgh Award. At Warlingham, we are proud of our sense of community spirit and we actively promote our students' emotional health and well-being. It is our aim for students to develop as well-rounded individuals who have positive self-esteem as well as a sense of responsibility for their peers, the community and the environment. We want Warlingham students to be confident young people and valuable citizens who have a strong sense of their own place in society.

“School leaders value students’ views and through the school council, students have a voice and are able to contribute to school life in a range of ways. They are encouraged to take on responsibilities.” Ofsted



ACHIEVEMENT AND STANDARDS

GCSE Results

2016 witnessed Warlingham School once again celebrating an excellent set of exam results at GCSE; over 60% of students have achieved A*-C grades in English and Maths.

A large number of students gained the top grades of A*/A but also the vast majority of students achieved or exceeded their targets. The ‘Progress 8’ measure and ‘Value Added’ measures were in line with national expectations. Our Science results continue to excel with 81% of Science students gaining A*-C grades. There were also great achievements across a huge range of subjects we deliver, which is testament to the high quality teaching and learning at the school.

“Students achieve well. From their starting points they make very good progress.” Ofsted

A level Results

Warlingham School announced another set of pleasing A Level and AS results in 2016. The A*-E pass rate achieved at A Level was an impressive 99% and the A* – C grade was 75%. Especially pleasing was the number of A*/A grades achieved by our Russell Group cohort of students.

There are a number of excellent individual successes at A Level and due to their excellent results many Warlingham students are now looking forward to studying at a number of the top Russell Group Universities.

“Enrichment and extra-curricular activities are extensive and highly valued by sixth form students.” Ofsted

PROFESSIONAL DEVELOPMENT



We believe at Warlingham that a shared commitment to high performance helps to focus attention both on more effective ways of working and on the monitoring and evaluation of performance to raise quality of learning and the achievements of students. It also means providing appropriate and effective professional training and development to ensure job satisfaction, a high level of expertise and the progression of staff.

Our Professional learning takes many forms including appraisal, whole school staff training, department led development, cluster-led training, external training, peer work, lead practitioner support and individual reflection. The key is through the accurate identification of individual training needs, adequate suitable provision and evaluation of impact at whole school,



departmental and individual levels.

The key drive is to identify through both the appraisal process and through the scrutiny of lesson planning, delivery and assessment areas of need and then meet those needs in the appropriate manner through both internal and external provision. We believe that maximising the opportunities for teachers to plan together, observe each other and share best practice can help impact very positively on their own and other's practice and improve outcomes for their own careers and for the lives of those they teach.

“Good relationships and mutual respect are strong features of the school’s culture.” Ofsted

Further information about our school can be found on our website: www.warlinghamschool.co.uk.



Wide Horizons
High Aspirations

WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

School	Archbishop Tenison's Church of England High School
Location	Selborne Road, Croydon, CR0 5JQ
Age Range	11-18
Type of School	Voluntary-aided, Anglican, mixed comprehensive
Number of Students	792
Number of post-16 Students	239
Number of Teachers	58
Number of Non-Teaching Staff	41
% of students achieving 5+ A*-C at GCSE (including English and Maths)	65%
% A*-B Grades at A Level	34%
OFSTED Grade (May 2013)	Good
Motto / Mission	"Academic excellence for each person in a Christian community" . Archbishop Tenison's Church of England High School exists to provide a Church of England education primarily for children of Anglican and other Christian families living within the Archdeaconry of Croydon.
Transport	At approximately 30 mins train journey from central London, East Croydon is about 10 mins away from the school by either a tram trip (any tram out of Croydon), bus journey (Route 64 to New Addington, Route 433 to Addington Village) or short walk.

INTRODUCTION

We are delighted to have the opportunity to tell you about Archbishop Tenison's Church of England School, Croydon. An 11-18 voluntary aided, Anglican, mixed comprehensive school, within both the Diocese of Southwark and the Borough of Croydon, with Foundation Governors appointed by the Church of England.

We are a school with a distinctive character and purpose. Our school motto is 'Academic excellence for each person in a Christian Community' and we aim to instil these values in everything that goes on at Tenison's.

We want our pupils to experience a genuine, strong, Christian learning and community. We want our teaching to be rigorous, imaginative and exciting, alive and alert to what interests them. We want it to help them develop into people of good character who can think hard, communicate well and understand for themselves different areas of human experience. We want to see them progress individually, but also grow spiritually and





contribute socially – to the school now and to society later.

A SCHOOL WITH A HISTORY

For over 300 years Archbishop Tenison's has offered good schooling in a secure Christian context to boys and girls in Croydon. In 1714 our Founder, Thomas Tenison, Archbishop of Canterbury, was way ahead of his time in making the school mixed from the start.

A SCHOOL WITH A PURPOSE



Our 300 years of experience encourage us to approach the challenges of educating young people in the 21st century with clarity of vision and confidence of purpose. We know that the whole person matters, that the best curriculum combines the academic, the human and the practical and that the best teaching develops the knowledge, understanding and skills of each pupil across all the different subjects. We also know that the best learning takes place in a school community where pupils know and are known and where they find the space to learn independently, the grace to understand new and difficult things and the inner strength to succeed. This is what it takes for their academic study to be rewarding and, above all, enjoyable.

We recognise that there is so much for us to learn as human beings – about ourselves as created in God's image; about the world in which we live and our purpose in being here; and about our relationships with other people and how we handle the differences between us.

We want our pupils to experience a genuine, strong, Christian learning community. We want our teaching to be rigorous, imaginative and exciting, alive and alert to what interests them. We want it to help them develop into people of good character, who can think hard, communicate well and understand for themselves different areas of human experience.

We want to see them progress individually, but also grow spiritually and contribute socially - to the school now and to society later.

TEACHING AND LEARNING

The curriculum at Archbishop Tenison's retains a particular focus on the core subjects of English, Maths, Science and Modern Languages, with a high profile for History, Geography and Religious Studies, as well as a lively tradition of Art, Computing, Drama, Music, Physical Education and different forms of Technology. In the Sixth Form we add social science courses in Business Studies, Classical Civilisation, Economics, Film Studies, Further Maths, Government & Politics, Law, Photography, Psychology and Sociology, as well as the Extended Project and the Leadership Academy. Personal and Social Development is taught in every year.

Good teaching is at the heart of all that we do. Our school motto of 'Academic excellence for each person in a Christian community' means that every lesson matters. High standards of discipline and pace ensure each pupil fulfils his or her potential in a class setting. Imaginative



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resources, well-structured discourse and good teamwork between staff and pupils make for challenging and engaging tasks. Success is celebrated, effort rewarded and achievement recognised. Good provision is made for Gifted and Talented pupils and for those with Special Educational Needs.

Students attending the school achieve high academic standards at both GCSE and A Level.

EXTRA-CURRICULAR ACTIVITY

There is a remarkable number of different curricular and extra-curricular activities at Tenison's. We have a strong tradition of music and of drama.

The orchestra, gospel choir, chamber choir, other groups and choirs are well supported; many pupils have instrumental tuition. Our concerts and school productions are of a very high standard. We have a great tradition of competitive sport - athletics, cricket, cross-country, football, netball, rounder's, rugby, swimming and tennis. We do well at debating and public speaking and in the UK and European Maths Challenges. We run Geography and Biology Field Visits, a Duke of Edinburgh programme, two vibrant exchanges with Rouen and Berlin and numerous trips - ranging from skiing to water sports, from a Christian residential weekend to a day visit to Bodiam Castle. Our Sixth Form Soirée and other events for charity are well supported.



SUPPORT AND GUIDANCE

Our pastoral care is strong, with each pupil belonging to a Tutor Group and one of four Houses named after Archbishops of Canterbury. Good relationships make other things possible, including a high standard of self-discipline amongst pupils and the mutual respect and understanding which are the prerequisite for academic success.

There are good vertical links across year groups and older pupils act as strong and positive role models with the School Council, House Captains and Sixth Form Student Leaders and mentors all playing a key role in the life of the school as a whole community. There is a friendly competition between Houses, formal celebration of achievements at annual Year Presentation Evenings and a determination on everyone's part to be good 'Tenisonians'.

WHY TRAIN WITH ARCHBISHOP TENISON'S?

Archbishop Tenison's is a lively, friendly and high achieving school, where pupils take their studies seriously. As a Church of England School we are always pleased to receive applications from those keen to help us develop our Christian ethos and educational vision.

Archbishop Tenison's has a strong track record of Initial Teacher Training with King's College, The Institute of Education and e-Qualitas in subjects such as Maths, Modern Foreign Languages, Art, History and Religious Studies. Since 2011, we have worked with eQualitas training GTTR and more recently School Direct trainees in Chemistry, Design and Technology, Drama, PE and Religious Studies. Trainees work with experienced teachers, observing, team teaching and teaching independently.



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

PROFESSIONAL DEVELOPMENT

The skill of teaching is central to the work at Archbishop Tenison's. We are a school always looking to develop and refine our teaching and training others helps us to further develop our own skills.

Ofsted's last (May 2013) inspection report, stated: 'High quality teaching, effective leadership and consistently high expectations have ensured that all groups of students achieve exceptionally well'.

Further information about the school is available on our website: www.archten.croydon.sch.uk.



WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

School	St Andrew's CE School
Location	Warrington Road, Croydon, Surrey, CR0 4BH
Age Range	11-16
Type of School	Voluntary Aided School
Number of Students	741
Number of post-16 Students	N/A
Number of Teachers	43
Number of Non-Teaching Staff	30
% of students achieving 5+ A*-C at GCSE (including English and Maths)	58% (2016)
% A*-B Grades at A Level	N/A
OFSTED Date	23-24th September 2014
Mission	In God, Through Grace and Guidance, to Grow and Give
Transport	Excellent transport links: Waddon train station, 5 minutes; South Croydon, 15 minutes. Busses 289 and 663.

INTRODUCTION

St Andrew's is a school which works hard to ensure every student achieves their dreams and aspirations; we are about building strength, trust and resilience to enable every stakeholder greater chances of success and fulfilment. St Andrew's really is a very special place to work in right now as we are creating exciting learning spaces, new curriculums and enrichment opportunities to bring an enjoyable secondary experience to every student that joins us.

OUR MISSION

"In God, through Grace and Guidance, to Grow and Give"

In GOD

We seek to reflect the image of God in every one of us by developing the school's active Christian life.



through GRACE

We respond to God's grace by developing our spiritual, moral and social awareness through improving our systems for supporting good behaviour and respect for others and our shared environment.

and GUIDANCE

We reflect God's guidance by developing the skills of St Andrew's staff and pupil-leaders so that they may be better equipped to guide others.

to GROW

We recognise the need for all members of the school community to be well-balanced, resourceful, life-long learners who can achieve their potential by providing opportunities to progress within the curriculum, cocurriculum and through training.

and GIVE

OUR VISION

We serve others by seeking ways to make a positive contribution to the school, society and the wider world. We will StAnd together in God's Grace, to Guide and Grow young people who are motivated, curious and academically successful; who are ready to inspire and aspire to be the very best they can be. Who are ready to give back to their community, work hard and are equipped to embrace life's many journeys.



WHY TRAIN WITH US?

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OUR STUDENTS

Our students are active leaders within their education. They are expected to show resilience while shaping their learning. Students in Key Stage 3 explore a range of subjects and pick their GCSE options at the end of Year 9. Generally, students want to learn and are often seeking ways they can improve their education.

During the end of Year 10, the students have the opportunity to be appointed as a Prefect. Students take this role extremely serious. They also have the opportunity to become a House Captain, Christian or Faith Leader. Each of these roles holds significant responsibility to the running of each House group and indeed the day to day running of the School.

Students support our strong enrichment programme provision, where they are given the opportunity to attend further activities to support in-class learning. This involves many Theatre visits, sport events and cultural experiences throughout each year.

ACHIEVEMENT AND STANDARDS

Each of our Teaching departments are committed to making the teaching of the subject content exciting and engaging for all students. We are dedicated to encourage students to have a more enriched life through exposing them to a variety of stimuli.

This has been reflected within our GCSE results where we saw 62% of students achieve 5GCSE's with English and Maths. Some of our strengths are in Languages, Drama, RS and Art.

PROFESSIONAL DEVELOPMENT

Our teachers are committed to provide a high standard of teaching and learning. They pride themselves on delivering a bespoke curriculum that is tailored to support our catchment area and the needs of each individual student. The students arrive in Year 7 with secure Key Stage 2 scores and they are developed with a diverse and challenging curriculum model.

Our staff are open and honest and extremely supportive of one and other. Weekly meetings are scheduled for our new teachers where our established members of staff deliver the CPD sessions, creating lasting and strong professional relationships.

For further information about St Andrew's CE School, please go to the website: www.standhigh.net





St Andrew's CE School
PER CORDEM AD FIDELIUM



WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

The University of Roehampton has been at the forefront of teacher education for over 100 years and has a long-established, international reputation as one of the principal providers of teacher education in the UK. Many members of the academic staff are at the cutting edge of research in teacher education, which has a positive impact on the quality of provision for all of our students and all tutors have extensive teaching experience in schools with many having served as consultants or as Ofsted inspectors.

The University views the support of students as an integral part of its role. Every student studying on one of our courses is there because we consider that he or she has the potential to become an outstanding, effective teacher. It is our job to give the support to enable every student to achieve that ambition.

At Roehampton we know that teaching is a rewarding but demanding career and that there are times when even the best students will face challenges. Every student benefits from the strong support system in the School of Education as well as having individual named tutors to whom they can turn for advice and support.

Roehampton University has a long-established, international reputation as one of the principal providers of teacher education in the UK. We are part of a partnership of more than 200 schools.

Your university experience will be enhanced by our beautiful campus - unique in being both close to central London and set in parkland with grand, historic buildings side by side with newly built modern facilities.

The key strengths of the secondary partnership as identified in the 2013 Ofsted inspection include:

- the partnership's strong reputation locally that helps to maintain high employment rates,
- outstanding training in subject teaching that enables trainees to apply the best practice in subject-specific pedagogy, and
- the good quality of training overall that contributes to trainees' strong professional skills.

OUTSTANDING STAFF

All tutors have extensive teaching experience in schools, and many have served in local authorities or subject associations as advisory teachers, or as consultants. This means that our programmes are based on the reality of the classroom and the education system. Members of academic staff are at the cutting edge of research in teacher education, and are involved in national developments in their subjects. This work has a positive impact on the quality of provision for all of our students.

Roehampton has an international reputation for its work in early childhood education. Its department for this field of study is appropriately located at the University's Froebel College, which has been at the forefront of teacher education for over 100 years.

EXCELLENT SCHOOL-BASED TRAINING

Students benefit from our partnership with over 200 schools, which range from larger inner-city to smaller suburban schools. Training in these schools prepares you for teaching in different settings and helps you decide where you would like to teach in the future. This means that if you train with the Roehampton Secondary partnership, your training is university informed and yet also school-based and school-led.

During the PGCE year, you will gain significant experience of teaching in two different schools. The school placements provide experience in:

- understanding the secondary curriculum in your chosen subject,
- understanding how to plan for learning,
- establishing an organised approach to teaching, and
- establishing professional working relationships.

STUDENTS PREPARED FOR EMPLOYMENT

The most recent survey of our teaching graduates showed that more than 90% had obtained teaching employment by the end of the course, and more gaining their first post within six months of finishing their programme. Many Roehampton graduates obtain posts in our local schools while others apply further afield and are much sought after by a range of schools throughout the UK.

STRONG STUDENT SUPPORT

At Roehampton we know that teaching is a rewarding but demanding career and that there are times when even the best students will face challenges. Every student benefits from the strong support system in the School of Education as well as having individual named tutors to whom they can turn for advice and support. Ofsted also noted in 2013: 'the tutors' excellent understanding of trainees' needs that helps trainees to feel that they can seek help and advice at any time'. All Roehampton Secondary trainees can depend on the very best pastoral support, based in subject groups with a strong sense of cohesion. In addition, students in placement schools receive strong support, advice and regular feedback from school colleagues and Roehampton staff.

OUR TRAINING PROGRAMME

ENTRY REQUIREMENTS

You should preferably have a 2:1 or above in a relevant degree subject. You also require a GCSE in English and Maths and to pass the literacy and numeracy tests prior to starting the course. It is strongly recommended that you complete these before interview if possible.

This course is for trainees following a non-salaried route. Training takes place at Roehampton on the PGCE secondary programme and is followed by school placements within Riddlesdown Collegiate and Warlingham School.

The course is assessed against the teaching standards and by means of three assignments. These are closely linked to your work in schools and are designed to encourage reflection on the practical and theoretical perspectives of teaching and learning. 20 Masters credits are awarded for each assignment.

QUALIFICATION

This course leads to QTS, to a PGCE qualification (which is an internationally accepted teaching qualification) and 60 Masters credits.

SUBJECTS WE OFFER

Subjects we offer including course availability can be found on Riddlesdown Collegiate and UCAS websites or through enquiry via email to schoolsdirect@riddlesdown.org

WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

King's College London have been training teachers for over 120 years and have developed and maintained a reputation for excellence in our training methods, the quality of our staff and the standards of the new teachers who graduate from our programmes. We currently specialise in secondary level Initial Teacher Education (ITE).

We seek to maintain a sensible balance between the two essential components of Initial Teacher Education - the theoretical foundations and the practical experience - whatever the route taken.

School Direct is a relatively new mode of initial teacher training (ITT) which is intended to enable schools to work more closely with King's College London to train teachers. In common with the 'traditional' PGCE at King's, the aim of School Direct is for colleagues in schools to work alongside College tutors to ensure that ITT is of the highest academic and theoretical quality, whilst better meeting the needs of schools and trainees.

HOW DOES SCHOOL DIRECT WORK AT KING'S COLLEGE LONDON?

The College offers two School Direct routes:

1. Postgraduate Certificate in Education (School Direct) (PGCE + QTS)

Trainee teachers follow a programme closely modelled on the highly successful 'traditional' PGCE at King's. Trainees obtain a Postgraduate Certificate in Education (PGCE), which includes 60 credits towards a master's qualification, as well as obtaining QTS (Qualified Teacher Status). This is open to good graduates and is funded by tuition fees. Bursaries are available from the National College for Teaching and Leadership. For information about bursaries click [here](#).

The master's level modules will require trainees to complete written assignments. Master's level credits can be used towards gaining a master's level qualification at a later date. A full masters consists of 180 credits in total, so this course is the equivalent to one-third of a master's qualification.

2. Employment-based School Direct Training (QTS only)

This is an employment-based ITT course which is open to good graduates with at least three years' work experience (work experience need not be in a teaching-related sector). Trainees on this route will earn a salary whilst they train.

For more information on both options, click [here](#).

ENTRY REQUIREMENTS AND ELIGIBILITY

Entry Requirements for School Direct

Candidates should note that entry onto ITT courses at King's College London is highly competitive, and that successful candidates' qualifications usually exceed the stated minimum requirements.

The eligibility criteria for the Postgraduate Certificate in Education (School Direct) (PGCE+QTS) route is outlined below:

- A minimum 2:1 degree (usually including at least 50% in the subject you wish to teach) or a qualification recognised as equivalent by the University of London. Lower undergraduate grades will be considered in cases of exceptional circumstances, such as significant professional experience. Please see the online prospectus for subject specific degree requirements.

- GCSE grade C or above, or an equivalent qualification, in English Language and Mathematics. Applicants without these English or Mathematics qualifications at the time they apply may be considered, but they must obtain them, or pass an equivalency test set by King's before the course starts.
- All applicants applying for Initial Teacher Training (ITT) courses must have successfully passed the literacy and numeracy professional skills tests within 2 months following the offer of a conditional place on the course.

The eligibility criteria for the Employment-based School Direct (QTS-only) route is outlined below:

- A minimum 2:1 degree (usually including at least 50% in the subject you wish to teach) or a qualification recognised as equivalent by the University of London. Lower undergraduate grades will be considered in cases of exceptional circumstances, such as significant professional experience.
- GCSE grade C or above, or an equivalent qualification, in English Language and Mathematics. Applicants without these English or Mathematics qualifications at the time they apply may be considered, but they must obtain them, or pass an equivalency test set by King's before the course starts
- All applicants applying for Initial Teacher Training (ITT) courses must have successfully passed the literacy and numeracy professional skills tests within 2 months following the offer of a conditional place on the course.
- A minimum of 3 years' work experience. (This need not be directly teaching-related, but experience of teaching would be an advantage).

If you are uncertain about whether or not you have the necessary qualifications to be considered please contact King's Admissions Team by email: pgceadmissions@kcl.ac.uk or phone: 020 7848 7207/ 7210

SUBJECTS WE OFFER

Subjects we offer including course availability can be found on Riddlesdown Collegiate and UCAS websites or through enquiry via email to schoolsdirect@riddlesdown.org



WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

HOW IT WORKS

If you are looking for a teacher training course in which you spend most of your time in-school while you study, this course may be for you. You work with experienced teachers, first of all observing and team teaching, then teaching independently. This is complemented by a placement of about 6 weeks' teaching in another school plus various other visits. Your study is based on the distance learning resources on the eQ virtual learning environment (VLE). Training sessions are provided by experienced school staff, and you attend some training days run by eQ (up to about 10 days, mostly held in a venue in central London). You also have a subject-specialist visiting tutor from eQ.

eQ's most recent (December 2012) Ofsted report comments that a key strength of our provision is the 'highly personalised training that is very well structured to enable almost all trainees, with support, to take control of their own development, and become good or better teachers'.

WHERE WILL THE TRAINING TAKE PLACE?

You are based in the school you selected (hub school) during your training, with a placement of about 6 weeks in a contrasting school, in negotiation with your hub school.

ABOUT THIS TRAINING PROGRAMME

Course Content

You will follow a course that leads to QTS. The course content is organised into six modules, the first three of which may be worked on concurrently.

Training Module 1A: Lesson planning. How to plan lessons well, including choosing the most appropriate teaching and learning strategies.

Training Module 1B: Behaviour. How to manage pupils during lessons, and motivating them towards learning.

Training Module 1C: Assessment. How to assess pupils' learning in each subject, and use assessment information when planning and teaching lessons.

Training Module 2: Meeting needs of different groups of pupils. How to ensure that all groups of pupils do as well as possible eg those who speak English as an additional language, high attaining pupils, those with special educational needs.

Training Module 3: The wider context of teaching and learning in schools today. Barriers to learning ie why some pupils do not do as well as they should, and how teachers can make a difference to this.

Training Module 4: Subject teaching. Bringing everything together, how to teach really effectively. This builds on all the earlier training in how to teach effectively, and involves an in-depth study of an aspect of subject teaching.

There are two formal assignments: an essay exploring aspects of meeting the needs of different groups of pupils (linked to Training Module 2), and a subject-related essay (linked to Training Module 4).

Assessment

Your progress towards meeting the Teachers' Standards is assessed formally at four points: when you start, after 10 working weeks, 20 working weeks and at the end of the training period. These assessments are carried out jointly by trainees, school staff and eQ tutors. Your formal assignments are marked by eQ tutors.

Fees

You will be charged £6,000 + VAT, plus £2,000 which is a disbursement to be paid to the school in which you are based during your training (unless the school decides to waive the disbursement).

Applications for support in the form of tuition fee loans and maintenance grants/loans should be submitted to the Student Loans Company. The maximum student loan is £6,000 for teacher training with e-Qualitas. You may be eligible for a maintenance grant to cover living costs while you undertake initial teacher training.

You may also be eligible for a tax-free training bursary, payable in monthly instalments during the course. This does not have to be repaid. Details about bursaries are on the NCTL website.

ABOUT THIS TRAINING PROVIDER

Accommodation

You are responsible for your own accommodation. Make sure that it is within reasonable travelling distance of the school in which you will be based.

Child Care Facilities

We do not provide child care facilities.

Disability Access

Schools generally have good disability access to their site. Check this with the school prior to your visit and interview, if you are shortlisted.

Also contact the eQ office for a discussion of your needs if they are not related to mobility, so that we can identify what additional support might be appropriate for you.

Public Transport

If you use public transport, consider the school's location in relation to train and bus services. The venue eQ currently uses for most of its courses are in London SE1 (close to Borough tube station, and within walking distance of London Bridge and Waterloo mainline train stations).

Special Features

This is a largely distance-learning course hosted by partner schools. Most trainees are based in schools in central London (Westminster and nearby) or South and South West London (Kingston upon Thames, Merton, Sutton and Croydon).

Study Facilities

The school in which you are based will provide a study space for you. eQ has a Virtual Learning Environment which students can access once enrolled on the course and this provides a wealth of material and recommended reading.

WHY TRAIN WITH US?

INFORMATION FOR APPLICANTS

Where to Find Us

The eQ administration office is in Tunbridge Wells, Kent but you do not visit it. All e-Qualitas students are based in the school which provides most of their training.

ENTRY REQUIREMENTS

GCSE

We give priority to applicants who have at least grade B in GCSE English and GCSE maths (or equivalent 'O' levels or IGCSEs). We do not accept adult literacy and adult numeracy as equivalent to GCSE, nor do we accept GCSE English Literature instead of GCSE English.

If your qualifications are from overseas, they must be checked for UK equivalence by NARIC.

If you do not meet the GCSE requirement, you can do an equivalence test. eQ recognises the tests offered by Equivalency Testing (www.equivalencytesting.co.uk).

Degree

We give priority to applicants who have at least a 2.1 honours degree. If your degree is not in the subject you are applying to teach, you must explain how you have degree-level expertise in the subject. Applicants with a 2.2 honours degree plus a master's degree are also given priority.

If your degree is lower than a 2.1, you must explain why and demonstrate that you have the academic potential to become an excellent teacher and to work at master's level in the academic element of the course.

Overseas degrees must be checked for UK equivalence by NARIC.

Other qualifications and experience

Successful applicants should have some in-school experience e.g. from school visits and voluntary work, as this gives an understanding of the teaching role and its responsibilities.

Suitability for teaching

All offers of places are subject to a Disclosure and Barring Service (DBS) enhanced disclosure with list check. If you are offered a place, you will be asked to provide a signed declaration relating to any police record. Contact the e-Qualitas office if you need guidance on whether an offence or conviction may preclude you from teaching.

All trainee teachers must also meet the Secretary of State's requirements for physical and mental health. In practice, few health problems preclude applicants from teaching, and so we welcome applications from people with disabilities.

More information

Further advice on any aspect of the entry requirements and teacher training with e-Qualitas is available from the Programme Director at the e-Qualitas office.

Telephone 01892 513881 or email initialteachertraining@e-qualitas.co.uk

WHAT WE ARE LOOKING FOR

Potential

We are looking for applicants who have the potential to become outstanding teachers, and who are able to work independently on their studies while training in a school context. These personal attributes include:

1. Subject knowledge - you won't be taught subject knowledge per se during this one-year course; you are expected to have this knowledge before you start your training, which focuses on how to teach the curriculum successfully.
2. Motivation to become the best teacher possible - because that's what the pupils you will teach need.
3. Ability to analyse and learn from experience, and to act on feedback - because the best teachers are constantly reflecting on how to teach better.
4. Creativity and imagination - because successful teaching often requires lateral thinking, as you will need to find different ways to make your lessons interesting and challenging.
5. Capacity for hard work - teaching is demanding, and you need stamina.
5. Perseverance - so that you keep going when things get tough.
6. Good organisational skills - as teachers need to be very well organised, and because the eQ course expects trainees to manage their own learning within a distance-learning approach.
7. Empathy and a liking for young people - because teachers spend most of their time with pupils, and need to understand how they are thinking and feeling in order to help them do as well as possible in their education.
8. Ambition to make a difference by becoming an inspirational teacher.

HOW WE SELECT OUR TRAINEES

Initial selection

Applications are considered by the school, and selected for interview on the basis of the information within the application. We pay particular attention to qualifications, the personal statement, and the references.

Interview

Applicants who are invited to interview must take the following: their qualifications certificates; identity documents (photo ID eg a passport, and evidence of residence eg a mobile phone bill or bank/savings statement); evidence of having taken the practice skills tests, or passed the actual skills tests. Overseas applicants must provide evidence of their eligibility to live and study in the UK. The interview will take up to a day, and include teaching a lesson or part of a lesson. After the interview, an offer is made or you are given feedback on why you were unsuccessful. If you accept the conditional offer, you will complete at least two weeks of in-school experience in preparation for the training (eQ provides pre-training activities), during which time an eQ tutor visits you at the school to work out the individualised plan for your training. The place is confirmed once you have met all the conditions of offer, which include passing the skills tests.

SCHOOL DIRECT SUCCESS STORY

FRANCESCA DEAN

As a School Direct trainee last year I learnt so much!

Training at Riddlesdown has allowed me to gain confidence and afforded me opportunities to evaluate my practice at every stage of my professional development. I was fully supported by a knowledgeable and positive Mentor, who has continually encouraged me to try new and innovative strategies and who always made time for me. Riddlesdown Collegiate's structure also provided excellent provisions for School Direct students to be well supported and they really made me feel at home; the College system fosters a real sense of community.

I trained last year in English, having previously taught Drama, and have been inspired by the professionalism and dedication of the staff around me; in not only these subject disciplines, but in all subjects across the curriculum. I have had the opportunity to observe a range of colleagues deliver inspiring, challenging and highly effective lessons, which has enabled me to learn more about the efficacy of my own practice. A particular highlight of my year was being informed of the result of our recent OFSTED inspection. I was thrilled to be part of a school where teaching and learning was deservedly recognised as outstanding.

Despite the training year being a demanding and stressful year at times, the support I received helped me to meet deadlines; continuously improve my craft and prevented me from feeling utterly overwhelmed. My training sessions at University really complemented my practice in school, as well as the training sessions and meetings organised by Riddlesdown during Collegiate Development Time and Professional Studies, which provided a further opportunity for School Direct students to collaborate.

I feel one of the most significant benefits of training through the School Direct route was the ability to establish my role as a valued professional and to build positive relationships with staff and students alike. I was consistently encouraged to contribute to the wider Collegiate community, whilst still being given support by a network of professionals to ensure I achieve highly and I was successfully awarded QTS.



REBECCA PITHOUSE



I am training at Warlingham School as part of the School Direct scheme. To date, the experience has been extremely valuable in developing my teaching knowledge and practice in my specialism, English. I am an ex-student of the school so it is fascinating to see things from the other side and to witness all the work that goes into creating and delivering the fantastic lessons at Warlingham School.

My training has been made easy and enjoyable through the support network provided by my mentor, other teachers in my department and colleagues throughout the school. I have also had the opportunity to work with a tutor group, which has been extremely valuable in developing my pastoral experience and in forming relationships with students outside of my subject. Equally, opportunities such as assisting during open evenings and getting involved in school trips and events have really helped to integrate me into the school community.

Within the department, I have had several opportunities to observe a number of outstanding teachers which is helping me improve my practice. In addition, from the very start of my placement, I was able to teach a variety of year and ability groups. For all lessons, I receive very constructive and helpful feedback, which has enabled me to improve week-by-week and has increased my confidence as I progressed.

I feel confident that I have chosen the best possible route into teaching by choosing School Direct because I feel that I have the support I need, but I also have the freedom to develop my own personal teaching style. Thus far, the training sessions provided by Roehampton, in addition to the continuing professional development that Warlingham School offers, has been invaluable and has complemented the practical side of teaching and has enhanced my understanding of the profession as a whole.

I am thoroughly enjoying my training here at Warlingham School via School Direct and I am confident that it will enable me to become the teacher I have always dreamed of being.



ELIGIBILITY



A UK UNDERGRADUATE DEGREE OR A RECOGNISED EQUIVALENT QUALIFICATION.

A STANDARD EQUIVALENT TO A GRADE C IN THE GCSE EXAMINATIONS IN ENGLISH AND MATHS.



A STANDARD EQUIVALENT TO A GRADE C IN THE GCSE EXAMINATION IN A SCIENCE SUBJECT IF YOU INTEND TO TRAIN TO TEACH PUPILS AGED 3-11.

A GCSE GRADE C OR ABOVE IN A SCIENCE IF YOU ARE APPLYING TO TEACH AT PRIMARY LEVEL OR KEY STAGE 2/3 (AGES 7-14).

DISPELLING THE MYTHS

“I’ll get thrown in the deep end, teaching classes by myself early on.”

Fact You are part of a team from the start and receive intensive support from experienced teachers in the classroom. You won’t be teaching classes unsupported until the school thinks you are ready, and opportunities will exist to build networks with fellow trainees.

“I’ll only train in one school – I want something broader than this.”

Fact To become a qualified teacher, you have to take training placements in two schools. Trainees will train in at least two schools – and will usually spend time in other schools too.

“School Direct is the same as Teach First.”

Fact School Direct is different from Teach First – Teach First trains 2,000 outstanding graduates in selected challenging schools. You apply directly to Teach First whereas School Direct has around 17,500 places available in schools of all types across the country. You apply for School Direct through UCAS Teacher Training.

“Don’t most people just go to university to do teacher training?”

Fact School-led routes into teaching have been around for many years, and have very high rates of trainee satisfaction. Last year a third of postgraduate teacher training places were school-led; for 2015/16 it will be over half.

“SCITTs are the same as School Direct.”

Fact SCITTs are schools which have been given government approval to run their own training courses. Many SCITTs and around 8,000 schools also offer School Direct programmes which can be searched for under ‘School Direct training programme’ and ‘School Direct training programme (salaried)’ on UCAS.

CONTACT DETAILS

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F: (020) 8660 9025

E: schoolsdirect@riddlesdown.org

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Riddlesdown Collegiate

