

# School Direct Teaching Alliance

## SCHOOL DIRECT TEACHER TRAINING 2018-19

UCAS Provider Code 1J1

*in partnership with*



e-Qualitas



Additional Information Booklet for:

# ***South East Learning Alliance***

- ◆ Riddlesdown Collegiate
- ◆ Warlingham School
- ◆ Archbishop Tenison's Church of England School
- ◆ St Andrew's Church of England School
- ◆ Gossops Green Primary
- ◆ Hamsey Green Primary School
- ◆ Waterfield School
- ◆ Woodlea Primary School

*Learn more on the following pages about:*

- ✓ *The Alliance*
- ✓ *Our partner schools*
- ✓ *Key information about the programme*
- ✓ *Entry requirements*
- ✓ *The selection process*

Riddlesdown Collegiate



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL



Warlingham  
School



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# 1 Why Train with Us?

## 1.1 Introduction to our School Direct Alliance

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The South East Learning Alliance is one that allows prospective teachers to gain an opportunity to train in a dynamic educational setting. Our Alliance is located across eight comprehensive primary and secondary schools, which are working in partnership to help produce high quality and well trained teachers of the future. Our School Direct Alliance is coordinated through Riddlesdown Collegiate in Purley, Surrey, which is a Multi Academy Trust. Our Alliance includes a variety of partner schools including those in mainstream; across the 11-19 age range, as well as Faith Schools and a range of successful primary schools in the Surrey and West Sussex locality. We are an innovative and growing partnership, which is continually expanding and developing further links with schools in the wider community. We invest greatly in the professional development of all our staff and those who choose to train alongside us; to ensure that the quality of our work remains consistently high and the Alliance continues to be at the forefront of pedagogical practice. For 2018-2019, we are seeking to fill a large number of School Direct places across eight of our schools and we are working with three different university providers to achieve this (University of Roehampton, e-Qualitas, and Kings College London). Training within our Alliance gives you the unique opportunity to experience a broad range of teaching environments with all our schools providing the highest quality teaching and learning for their students and the trainees they are supporting and developing. Within the South East Learning Alliance there are extensive opportunities for further professional development including an excellent Masters Programme focusing on Leading Innovation & Change, with St Mary's University.

Within the Alliance there are extensive opportunities for future professional leadership development including an excellent Masters Programme with St Mary's University.

## 1.2 School Direct Partner Schools & Vacancy Updates

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For a comprehensive list and further details of our four School Direct Partners, please visit: <https://www.riddlesdown.org/> The website is regularly updated; outlining the progress of recruitment.

When partner schools run the same programme; the applicant can apply/select through the UCAS application process the school you would wish to be considered by.

Please note - Programmes remain 'open' on UCAS until all the places have been offered and accepted. It is therefore advisable to check the latest status on our website. Rest assured that if you apply for one of our programmes at a particular host school that becomes full - we will be in contact to advise you of this. You will then be given the opportunity to transfer your application to another school in our alliance.

If you would like any further information or have further questions; please contact [schoolsdirect@riddlesdown.org](mailto:schoolsdirect@riddlesdown.org)

## 2 About our training programmes

### 2.1 Introduction

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Riddlesdown Collegiate is responsible for the coordination of the School Direct programme. Recruitment is coordinated centrally by Riddlesdown Collegiate, led by Assistant Principal of Teaching & Learning; Philippa Bigden.

At the start of your training year (September 2018) you will enrol as a student at the relevant University and you will then be based at one of our school-based hosts, which form part of our alliance.

Further information about the structure of our programmes is outlined below.

### 2.2 Qualification Outcome – PGCE (M) with QTS Explained: Roehampton

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Successful completion of all aspects of the course, both during your school experiences and university based learning, will gain you the award of Postgraduate Certificate in Education (PGCE) which also carries 60 M level credits that may be used towards a subsequent Master's degree. The PGCE (M) component is an *academic* qualification awarded by the university. It is recognised abroad.

The course also leads to the award of QTS (Qualified Teacher Status). QTS is a *professional* qualification awarded by the National College for Teaching and Leadership (NCTL) which is the teachers' professional body.

To achieve QTS you would be judged over the duration of the course against the national 'Teachers' Standards'. When it is considered that you have met these standards, a recommendation is made that you be awarded QTS.

### Qualification Outcome – QTS Explained: e-Qualitas

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School Direct (salaried) trainees are employed by a school and paid an agreed salary as a teacher. A grant from the NCTL contributes to the cost of your employment and covers e-Qualitas' costs. Trainees must have had at least three years' career experience prior to entry to School Direct. This route is also available on a self-funded basis i.e. without a government grant.

This route leads to the award of Qualified Teaching Status and allows you to teach in the UK only.

## 2.3 School Direct Training

The programme is designed to support you in developing a range of skills that are required to become a successful secondary school teacher. We want you to:

- Become an effective classroom practitioner; planning and delivering engaging and stimulating lessons
- Appreciate the similarities and differences in pupils, particularly in terms of their needs, their behaviour and attainment and how to plan for this in your lessons
- Develop a critical understanding of the curriculum and pedagogy
- Begin to understand the complex range of whole school issues, the values and assumptions which underpin them and their application to school and classroom practice

This is achieved through the collaborative approach between teaching placements and university based learning.

## 2.4 School Component

Through an initial programme of induction, you will undertake a variety of observations and research and you will become familiar with the organisation and working of the school and departmental teams.

From the beginning, you will be treated like a member of the teaching staff by fellow professionals. Along with your Mentor, Subject Teachers, and Professional Coordinating Mentor you will be fully supported as you begin to progress and become ready to teach. Our Mentors are experienced teachers and undertake rigorous training to develop their skills to support your development as a teacher. The placement provides you with the opportunity to develop your teaching expertise and develop professional relationships with young people in an academic environment.

# 3 Entry Requirements

## 3.1 Academic Requirements – Secondary

The PGCE (Secondary) is a challenging, exciting and rigorous course. The entry requirements are, therefore, necessarily stringent, both academically and personally.

Applicants should have a single subject degree relevant to the subject you are applying to teach. It is expected that places will be offered to candidates with a 2.1 or above and as part of the interview process you will be expected to undertake a written and communication assessment, as well as a subject knowledge assessment.

You will also need at least grade C or above at GCSE in English, Science and Mathematics (or equivalent qualifications).

If you studied outside of the UK, you should visit the National Academic Recognition centre (NARIC) website to find out whether your qualifications are of an equivalent level to UK GCSEs, A Levels and an undergraduate degree.

### **3.2 Academic Requirements – Primary**

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2.1 Honours UK degree preferred or an approved non-UK degree qualification. 2.2 degree considered when an applicant has a Masters degree or can demonstrate substantial (one year minimum) recent (within the last 18 months) primary school experience within a UK state/mainstream primary school.

For Primary General with Mathematics, in addition to the General Primary requirements, applicants need to have a minimum of an A grade in GCSE Mathematics to be considered (please see page 6 for more information).

- GCSE Mathematics, English Language and a Science subject at grade C or above – applicant to have achieved at least two out of the three prior to applying.
  - 2 weeks' UK state mainstream primary school experience for applicants with a 2.1 or above (ideally gained prior to application or set as condition of offer).
- Equivalent of 3 years' work experience for Salaried route applicants.

### **3.3 School Experience**

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Prior to starting the course in September 2018, it is a requirement that you undertake at least two weeks recent school experience in the age group that you are training to teach in. For your UCAS application, you are also required to stipulate the school experience you have already undertaken. Successful candidates in previous years have undertaken at least two weeks' school experience prior to applying to UCAS and have used this to support this application and at interview. NB: recent includes school experience from the previous 12 months from the date of application.

Relevant and recent school experience is an important and integral element of the course, providing you with the opportunity to observe a variety of teaching styles and to engage in some initial group and class teaching. It is advisable to gain experience in different schools to broaden your experience of teaching and strengthen your application.

Candidates will be required, at interview, to discuss teaching in their specialist areas that they have seen or experienced recently in schools.

### **3.4 Professional Skills Tests and Subject Knowledge Enhancement Courses**

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You are required to have passed the DfE professional skills tests in numeracy and literacy before you are able to begin your course and it is strongly recommended that you complete these before interview if possible, but as a minimum they should have been booked. These can be taken as soon as you apply for a School Direct place, through UCAS. Please find all of the relevant information and guidance regarding these tests at: <http://sta.education.gov.uk/>

#### **Subject Knowledge Enhancement Courses**

In some cases, you may be asked to complete a Subject Knowledge Enhancement course by the University and/or school you have applied

to train with. These support and compliment the training you receive; the details of which can be found here:

<https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/subject-knowledge-enhancement-ske-courses>

You can book your SKE course(s) once you have submitted your School Direct application through UCAS. You can book in advance of this as long as an application is submitted before you attend the test centre.

When you attend for the course you must take with you the following:

- Two forms of identification – a primary ID such as a passport, and a secondary ID (this can be for example a debit card).

You will also need to take proof of your application:

- a welcome email from UCAS Teacher Training, correspondence from your school or university, a copy of a completed UCAS Teacher Training application form, confirmation of, or an invitation to, an interview from your school or university
- More information can be found on the STA website <http://sta.education.gov.uk>

### **3.5 Medical Fitness**

Teaching is physically and mentally demanding, and there are fitness requirements set by the Department for Education for applicants to initial teacher training programmes. The University will send successful candidates the relevant health questionnaire to complete.

### **3.6 DBS/Prohibition Checks**

We have a duty to protect children and vulnerable adults, and to ensure that they are not put at risk by student teachers whose previous conduct shows that they are unsuitable for access to these vulnerable groups. The Alliance is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

## **4 Person Specification**

### **4.1 Personal Requirements**

- Ability to show speaking, reading and listening skills and sufficient understanding of educational language and terminology to be able to respond appropriately and fully at interview (and later, in school);
- Well-developed communication skills, including high level of written and oral literacy and competent ICT skills;
- The ability to quickly establish and maintain positive relationships with students, staff and families;

- Suitability to work with children and experience of working with young people;
- Evidence of making an effective contribution to a team;
- Enthusiasm and passion for your subject;
- Knowledge of current educational issues, both general and subject-specific;
- Openness to advice, guidance and positive professional criticism as part of development;
- Personal professionalism, including diligence, organisation, professional dress, punctuality and a commitment to full attendance;
- Ability to shoulder individual responsibility but also to work collaboratively as a member of a team;
- Good health, physical and mental, with ability and strategies to cope with stress often generated by the demands of the course and of the teaching profession;
- Commitment to equal opportunities and sensitivity to the variety of communities represented in our partner schools;

## 5 How we select our trainees

### 5.1 Selection

The *South East Learning Alliance* considers all applicants who have applied to one of the programmes we have on offer throughout our alliance. This shortlist will then be passed to the applicable partner school, for consideration.

Host schools are required to follow various quality assurance procedures in this shortlisting process which is monitored by the university provider.

If shortlisted, you will be invited for interview; we will upload the interview date to UCAS and shortly afterwards we will contact you with further details. It is a possibility the university provider will join the Alliance for the interview.

Please ensure that you regularly check your emails and UCAS for information from the alliance.

### 5.2 Interviews

The interview will include a tour of your host school; literacy and numeracy tests; a classroom exercise; subject knowledge assessment and a panel interview. You will be required to bring originals of any relevant qualifications and certificates to interview. You may also be expected to undertake a short presentation.

### **5.3 What If I'm Unsuccessful?**

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If you are unsuccessful further to your interview; you will be contacted and the result will be uploaded to UCAS. Should you require any further feedback; please contact: [schoolsdirect@riddlesdown.org](mailto:schoolsdirect@riddlesdown.org)

### **5.4 Offers**

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Offers are uploaded to UCAS and will be conditional on you meeting the entry requirements set out by the university provider and that you are able to provide original verification of your degree and/or GCSE certificates.

On occasion, offers may be made subject to further experience being gained or Subject Enhancement courses being undertaken. If you however decide to accept this offer prior to notification about other pending offers; then you must withdraw on UCAS in order to be able to upload your acceptance within our alliance.

### **5.5 Costs and Finances**

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Costs and financing differs between subjects; experience; personal circumstances and year-on-year. The Alliance therefore recommends you visit the following website for further information and guidance: <https://www.gov.uk/guidance/funding-initial-teacher-training-itt-academic-year-2018-to-19>