

Information for Applicants

UCAS PROVIDER CODE: 1J1

School Direct with

Primary Schools

Courtwood Primary School
Gilbert Scott Primary School
Gossops Green Primary School
Hamsey Green Primary School
Waterfield Primary School
Woodlea Primary School

Secondary Schools

Archbishop Tenison's CofE High School
Riddlesdown Collegiate
The Quest Academy
Warlingham School

Providers

e-Qualitas
King's College London
University of Roehampton



South East
Learning Alliance

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WELCOME

Thank you

for taking an interest in the *South East Learning Alliance* School Direct training programme. We have run this teacher development programme since September 2014 and it is proving to be an exciting experience for all involved. Our School Direct Alliance is coordinated through Riddlesdown Collegiate in Purley, Surrey, which is a Multi Academy Trust. We are an innovative partnership, which is continually developing its approaches to training and pedagogy. We invest greatly in the professional development of all our staff and those who choose to train alongside us.

The *South East Learning Alliance* is a relatively small Alliance, but we pride ourselves on ensuring personal and bespoke training opportunities for all our trainees, which is reflected in the excellent success and retention rates we have achieved over the last four years. Our size has added to our ability to provide a full and comprehensive range of support and ensures a variety of opportunities to work across a wide plethora of demographics and institutions. Ensuring our trainees receive the right support; in the most appropriate setting possible, is at the forefront of our ethos.

The School Direct package offered by the *South East Learning Alliance* is one that allows prospective teachers to gain an opportunity to train in a dynamic educational setting located across ten highly different, but successful schools. The Alliance comprises four comprehensive secondary schools and six primary schools, all of whom are working in partnership to help produce high quality and well-trained teachers of the future.

- Trainees spend approximately 80% of their training in schools; across two diverse placements - ensuring our teachers graduate with the confidence to teach in any educational setting.
- The remaining 20% is spent at University; embarking on an academically rigorous study of pedagogy and education, which is assessed through the completion of three written assignments.
- In addition to the written assignments; trainees will also be assessed on their classroom practice; their ability to meet the Teaching Standards; their interactions with students and ability to plan and deliver high quality lessons.

The in-school training students receive is complemented by the partner university, where the learning is subject-specific and helps to fully prepare students for delivery of the National Curriculum.

For further information on all our available courses visit: <https://www.riddlesdown.org/school-direct>

To apply, visit: <https://www.ucas.com/teaching-in-the-uk> and quote our UCAS Provider Code: 1J1.



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).

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.

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.



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.

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.



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.

TEACHER TRAINING COURSES

ELIGIBILITY

PRE-ENTRY REQUIREMENTS

The Department for Education stipulates that trainees, in both Primary and Secondary, starting a Teacher Training course in 2020 need to demonstrate the aptitude to successfully complete measures which test proficiency in literacy and numeracy. Candidates will therefore be expected to undertake a Math and Literacy test at interview to assess their suitability for Teacher Training. This will indicate whether any further pre-course developments need to be undertaken to ensure appropriate levels of skills in these crucial areas are met.

You will also need to provide the details of two referees. If candidates have studied within the last five years; an academic reference must be provided. The other reference should be a school or employer's reference.

In addition to the above general requirements – the following specific course requirements must also be met:

PRIMARY

General Primary Course

- 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.
- 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.
- Two 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 three years' work experience for Salaried route applicants.

Primary with Mathematics Course

- Candidates applying to the Primary with Mathematics Course will need to meet the entry requirements for the General Primary Course, as outlined above.
- Applicants will be required to have had experience with children in school, and will normally have at least an A Level in Mathematics (Grade B would attract a bursary) and preferably a degree in Pure Mathematics or in a subject that has substantial quantitative content in the degree. However, exceptionally we would consider, for interview, individuals with less traditional backgrounds, but who exhibit other indicators of high quality mathematics and suitability for classroom practice.

SECONDARY

- A UK undergraduate degree or a recognised equivalent qualification with a minimum 2:2 degree classification or better, in a relevant/applicable subject.
- A standard equivalent to a grade C in the GCSE examinations in English Language and Mathematics.
- A GCSE grade C or above in a science if you are applying to teach at key stage 3 (ages 11–14).



WELCOME

WHO WE ARE



PHILIPPA BIGDEN
Assistant Principal
Riddlesdown Collegiate



PAUL KINDER
Joint Head of School
Warlingham School &
Sixth Form College



ANDREW COOK
Assistant Headteacher
Archbishop Tenison's
CofE High School



ELEANOR THOMAS
Assistant Principal
The Quest Academy



WELCOME

WHO WE ARE



NATASHA GRANT
Headteacher
Courtwood Primary
School



PAUL THOMAS
Principal
Gilbert Scott Primary
School



MARK WARWICK
Assistant Headteacher
Gossops' Green Primary
School



NIKKI MACE
Deputy Headteacher
Hamsey Green Primary
School



HARRY HOPE
Headteacher
Waterfield Primary
School



NICHOLA RICHES
Headteacher
Woodlea Primary
School

INFORMATION FOR APPLICANTS

ARCHBISHOP TENISON'S

Location	Selborne Road, Croydon, CR0 5JQ
Age Range	11-18
Type of School	Voluntary-aided, Anglican, mixed comprehensive
Website	www.archten.croydon.sch.uk
Motto / Mission	<p>“Academic excellence for each person in a Christian community”.</p> <p>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.</p>
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.

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.



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

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, 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 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.

"Tenison's has shaped me as a person. Not only does the school aim for success academically, but the school has a fantastic support system and pupils are encouraged to follow their ambitions. I am very proud to be a Sixth Form student here." - Thomas, Year 13

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 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.

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 inspection report, stated: 'High quality teaching, effective leadership and consistently high expectations have ensured that all groups of students achieve exceptionally well'.



INFORMATION FOR APPLICANTS

RIDDLESDOWN COLLEGIATE

Location	Honister Heights, Purley, Surrey, CR8 1EX
Age Range	11-18
Type of School	Multi Academy Trust
Website	www.riddlesdown.org
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”.

“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

Riddlesdown Collegiate

11



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.

“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 training 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.

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 at Riddlesdown Collegiate and continues to be at the forefront of pedagogical practice. Leadership development is key to our success; over 70% of our post-holders have been promoted 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, 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.

INFORMATION FOR APPLICANTS

THE QUEST ACADEMY

Location	Farnborough Avenue, South Croydon, Surrey, CR2 8HD
Age Range	11-18
Type of School	Maintained Sponsor Led Academy
Website	www.thequestacademy.org.uk
Mission	Learning Changes Lives
Transport	<p>Car: The Quest Academy is easily accessible by car and has plenty of staff parking available on site.</p> <p>Train: A direct train from London Bridge or London Victoria to East Croydon takes 20 minutes. From there, you can catch the tram to Gravel Hill. The Academy is then a 5-minute walk.</p> <p>Bus: The Academy is well facilitated by three bus routes running from Croydon and its surrounding areas: 64, 433 and 466.</p>

OUR SCHOOL

Welcome to The Quest Academy. We are a good school where our students are committed and driven individuals who are keen to learn and grow. We are a small, but ever-growing school who has worked tirelessly over the years to improve the range of possibilities and opportunities open to our students to ensure they are well-prepared for life after school. Our dedicated and talented staff have been fundamental in achieving this and are committed to ensuring that we raise our aspirations so that the students and the Academy have an even bigger and brighter future.

We take our motto of 'Learning Changes Lives' very seriously and our commitment to this motto lies at the heart of everything we do. We deliver a broad and balanced curriculum to ensure that our students develop into well-rounded individuals and get to experience a wide variety of subjects. Here, at The Quest Academy, we do not solely place an emphasis on academic achievement, but also on personal and social development, which we provide through a varied enrichment programme and a range of learning opportunities, both at home in the UK and abroad.



We have recently joined The Collegiate Trust and we are already benefitting from the support that this partnership brings and are looking forward to embedding the exciting opportunities that being part of a larger learning community brings for both our staff and students.

OUR STRUCTURE

We believe that providing a secure, happy and harmonious learning environment in which there is excellent teaching is vital for student wellbeing and success. Our staff are committed to ensuring that our students are happy and uphold the highest standards of behaviour and self-respect. A committed team of Achievement Co-ordinators, one assigned to each year group, examine the performance and attendance of students in their year groups to provide early support and intervention where needed and to celebrate students' success. Each of these Achievement Co-ordinators is supported by a team of Form Tutors, who carefully monitor the wellbeing of each child and encourage them to take advantage of every opportunity given to them.

The success of our pastoral team lies within the emphasis we place on getting to know each child as an individual. Form tutors meet once a term with each of their tutees so that they have a chance to reflect on their progress and plan their next steps and create SMART goals to ensure each child gets the most out of their time at Quest. Form tutors, and classroom teachers, also develop close working relationships with home, to ensure that we all work together to achieve the best outcomes for our students.

At The Quest Academy, we are committed to ensuring high quality teaching and learning happens in every lesson. Our clear behaviour policy ensures that students display the correct behaviours for learning in the classroom and this, coupled with a rigorous expectation for high-quality lessons, means that students fulfil their potential in the classroom. Our teachers work tirelessly to ensure our students are exposed to high-quality resources and receive excellent support so that all students progress.

OUR STUDENTS

Our students form a diverse learning community of which we are very proud. We recognise that our students are the leaders of tomorrow and as such, provide them with plenty of opportunities to develop this skill. Regardless of their prior attainment at KS2, at The Quest Academy, we work tirelessly to ensure that every child achieves or exceeds their full potential, whatever this may be.



We give our students plenty of opportunities to take an active role in their education and the Student Leadership Team has a role in helping to shape student experience at Quest. Students can get involved in School Council from when they first start in year 7 and can continue along this leadership pathway, gaining more experience and responsibility as they apply to be Prefects in year 11 with the culmination of applying to be a Student Head of House or Head Boy or Girl in the sixth form. These students work closely with the Senior Leadership Team to ensure that student voice is heard.

For those students not interested in this route, our wide and varied enrichment programme provides them with several opportunities to develop outside of the classroom. We run a successful Duke of Edinburgh and CCF programme and encourage our students to get involved in the wider community through paired reading with younger years or local primary schools. This is all part of our commitment to ensure that our students leave us as happy and confident individuals who care about the world they live in and want to make a difference.

PROFESSIONAL DEVELOPMENT

Continuing Professional Development is one of the main ways we aim to improve the quality of teaching and learning and we have put such emphasis and effort into ensuring that our staff receive high-quality development opportunities, that we have been awarded the CPLD Gold Award for staff development. This means we are one of 7 schools nationally to achieve this top status and we are still striving to ensure that our staff are given more opportunities to develop so that we remain on at the forefront of pedagogical developments.

WHY TRAIN WITH US?

The Quest Academy has a clear commitment and drive to improving the quality of teaching and learning and has had a strong track record of ITT, working with Teach First and UCL, in a range of subjects including: English, Maths, Science, Business, MFL, History, Geography and Religious Studies. More recently, we have begun developing strong Schools' Direct trainees in English. All teachers new to the profession benefit from a specific CPD programme, tailored to meet the needs of new teachers and you will have a weekly mentoring session with a more experienced teacher. As part of your development, you will observe, team-teach and teach your own lessons independently.

At The Quest Academy, we place great value on new teachers and so invest in your development to help you make the greatest impact possible.

INFORMATION FOR APPLICANTS

WARLINGHAM SCHOOL & SIXTH FORM COLLEGE

Location	Tithepit Shaw Lane, Warlingham, Surrey, CR6 9YB
Age Range	11-18
Type of School	Multi Academy Trust
Website	www.warlinghamschool.co.uk
Motto	“Wide Horizons, High Aspirations”
Transport	403, 409 and 540 bus Upper Warlingham Train Station Whyteleafe Train Station

OUR VALUES

Warlingham School & Sixth Form College 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 MOTTO

HIGH ASPIRATIONS: ‘Be the best you can be’

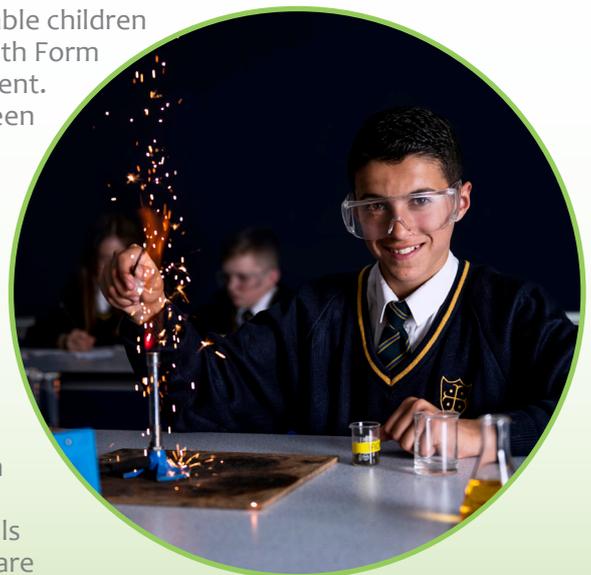
WIDE HORIZONS: ‘Be inspired to experience more than you thought possible’

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.

OUR STRUCTURE

A happy and harmonious school is the best environment to enable children to realise their potential. Everyone at Warlingham School & Sixth Form College 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.

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 SharePoint software. 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



LEARNING AT WARLINGHAM SCHOOL & SIXTH FORM COLLEGE

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 students enjoy learning and achieve good results in the key subjects at GCSE and at A Level. We believe that all students 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.



OUR STUDENTS

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.

Many students develop their leadership skills through the Duke of Edinburgh's 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

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. We provide an appropriate and effective professional training programme to ensure job satisfaction, a high level of expertise and the progression of staff.

The key focus of the programme is to maximise the opportunities for teachers to plan together, observe each other and share best practice. We also insist that teachers reflect continually on their practice in order to impact 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

INFORMATION FOR APPLICANTS

COURTWOOD PRIMARY SCHOOL

School	Courtwood Primary School
Location	Courtwood Lane, Addington, Croydon CR0 9HX
Age Range	4-11
Type of School	Multi Academy Trust
Website	www.courtwood.croydon.sch.uk
Mission	Nurturing Knowledge; Learning for Life
Transport	Car: 11 minutes from East Croydon and approximately 30 minutes from Central London Tram: 15 minute journey on the Tram towards New Addington (6 stops), followed by Bus 353 to Forestdale. Bus: Route 433 to Addington Village departs East Croydon Station every 15 minutes.

OVERVIEW

Courtwood Primary School opened almost 50 years ago and is now an established and important part of our local community. We believe in forging strong partnership with our families in order to help each child reach their potential, both academically and personally.

We passionately believe in the inclusion of every child and our aim is to nurture every child and prepare them for the future. The school has an excellent reputation in the borough for inclusion and provides specialist teaching for children with Autistic Spectrum Disorder in our Enhanced Learning Provision (The Treehouse). We are a happy and nurturing school and have a purpose built Nurture Provision where we develop children's social and emotional skills in order that they do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life. We are proud to have achieved The Inclusion Quality Mark and were recommended for a Centre of Excellence.

Courtwood pupils are well motivated and a pleasure to work with, whilst our staff are talented, hardworking and ambitious for themselves and others. Pupils relate positively to each other and to visitors and behave well in lessons and at lunchtimes. We strive to provide the very best learning environment and learning experiences for our pupils and it is the combination of these factors that leads to the improving standards at our school.



TEACHING AND LEARNING

Teaching and Learning at Courtwood is good and children enjoy their lessons. We use our school grounds creatively to support learning. We are lucky to have an amazing woodland, 'The Wise Owl Woods' that enable us to deliver Forest School learning to our pupils. Forest School enriches the curriculum and provides positive social experiences for our pupils to develop skills such as teamwork, collaboration, confidence and resilience (Ofsted 2018). We teach children how to be successful learners through Resilience, Independence, Perseverance, Practise, Listening and Effort – RIPPLE.



From the outset, when children join Courtwood in Reception we teach our children to be independent learners. This continues as the children move through the year groups and is achieved through Assessment for Learning. This allows children the opportunity to become more involved and active in their learning, correcting their own mistakes and having a clearer understanding of what they are expected to learn, thereby gaining confidence in their own ability.

THE COLLEGIATE TRUST

We joined The Collegiate Trust and converting to academy status on 1st September 2018.

The Collegiate Trust exists to improve education in Croydon and Crawley for children and young people up to the age of 18, thereby preparing them from an early age for success – in school, at university, in ambitious careers and throughout a fulfilling life. The Collegiate Trust is a partnership of schools for all ages; together we will work collaboratively to deliver Exceptional Education for All.

PROFESSIONAL DEVELOPMENT

We are a school that believes everyone is a learner, adults and pupils alike. We have an outward-looking approach to staff development and continuously seek opportunities for professional development for all staff. We welcome the opportunity of offering young people work experience as well as working with a number of University providers to offer placements to students. Students are welcomed and encouraged to take part in all aspects of school life. Courtwood are part of The South Croydon Learning Alliance and through this partnership, we offer a strong programme of support for Newly Qualified Teachers.



INFORMATION FOR APPLICANTS

GILBERT SCOTT PRIMARY SCHOOL

Location	Farnborough Avenue, South Croydon, CR2 8HD
Age Range	3-11
Type of School	Multi-Academy Trust
Website	www.gilbertscott.croydon.sch.uk
Mission	Inspiring all, to achieve in learning for life
Transport	<p>Approximately 30 minute journey between Central London and East Croydon.</p> <p>By Car: 10 minute car drive between Courtwood Primary and East Croydon.</p> <p>By Tram: 13 minute journey to Gravel Hill (5 stops)</p> <p>By Bus: From East Croydon, Route 64 to John Ruskin bus stop - departs every 7 – 11 minutes. From Addington Village, Route 64 to John Ruskin bus stop, Route 130 and 464 to Gravel Hill bus stop.</p>

INTRODUCTION

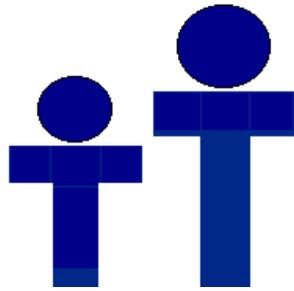
Gilbert Scott aims to be a truly inclusive school. We provide education for all abilities, developing the potential of every pupil in a learning environment where fairness, understanding, success and discipline will be pursued, in an atmosphere which promotes racial and social equality.

OUR SCHOOL

Gilbert Scott Primary is a single form entry school located in South Croydon serving the community of Monks Hill and beyond. It has close links with The Quest Academy and John Ruskin College that are close by. Links are also made with Woodlands Children's centre situated on our site. Red Gates Special School also share our site where close inclusive links are made.

We have a large site with wonderful outdoor areas. The Nursery and Reception class share a fabulous outdoor learning area that stimulates the children's learning. We are lucky to have spacious grounds that offer opportunities for outdoor learning, this includes our own heated outdoor swimming pool where children from Year 1 onwards have swimming lessons in the summer term. We have a computer suite for all children to access as well as sixty Samsung tablets that are used to support the learning within the classroom.





OUR STUDENTS

Our pupils come from a variety of different backgrounds that brings rich diversity to the school. They are given opportunities to take on additional roles and responsibilities and show their talents at our annual talent show.

“Gilbert Scott pupils are ‘true advocates of the school. They are committed to and know well the school’s aims and values. Pupils are well behaved, polite and respectful.” Ofsted 2017

PROFESSIONAL DEVELOPMENT

Gilbert Scott is a school that openly supports professional development for all staff and offers experience for students of all ages. We welcome young people to take on their work experience with us, we offer placements for NVQ students and work closely with Roehampton University to provide placements for their students. We offer a strong programme of support for our Newly Qualified Teachers through our partnership with the South Croydon Learning Alliance.

MULTI-ACADEMY TRUST

Gilbert Scott is converting to an academy and joining The Collegiate Trust on 1st September 2018. The Collegiate Trust is a multi-academy trust that exists to offer Exceptional Education for All. It consists of two primary and two secondary schools in Croydon and two primary schools in Crawley offering education for young people up to the age of 18.



INFORMATION FOR APPLICANTS

GOSSOPS GREEN PRIMARY SCHOOL

School	Gossops Green Primary School
Location	Kidborough Road, Gossops Green, Crawley, West Sussex, RH11 8HW
Age Range	4-11
Type of School	Academy
Website	www.gossopsgreen.com
Mission	Exceptional education for all
Transport	1 and 200 Metrobus Ifield Train Station

INTRODUCTION

Our school is located in Gossops Green, a neighbourhood in the north-west of Crawley in West Sussex, although children travel to learn at our school from across Crawley and beyond. We have amazing pupils and a talented team of staff and governors, who all work together to make learning fun and purposeful.

We are lucky to have lots of fantastic facilities for our children, including; a large field and play areas with a wide range of equipment, e.g. climbing frames, a 'Peace Area' for those who want to chat quietly, large playgrounds, a wildlife area and pond, a wonderful library, jam-packed with books for everyone to enjoy and two halls.

Opened almost 60 years ago, Gossops Green Primary School is an established and important part of our local community and is at an exciting time in its development. We are part way through our expansion to three forms of entry which will mean the school will grow to 630 children over the coming years.

We joined The Collegiate Trust and converted to academy status on 1st November 2016 and are already benefitting from the support which that brings. We are close to completing the third and final phase of a capital programme which has expanded the school and improved many of our facilities. Pupils at our school are part of a vibrant and ambitious learning community which works in a highly collaborative manner.

The Collegiate Trust exists to improve education in Croydon and Crawley for children and young people up to the age of 18, thereby preparing them from an early age for success – in school, at university, in ambitious careers and throughout a fulfilling life. We are building a local partnership of six schools for all ages over the next five years which will work collaboratively to deliver *Exceptional Education for All*. We strive to deliver outstanding academic learning and progress and we place a high importance on the development of wider skills and qualities that come through a balanced focus on creative, cultural and active learning. The School is driven by a strong Local Governing Body, under our clear Trust framework, and *Exceptional Education for All* is delivered by an expert Headteacher and team of teachers and support staff. The successful learners developed by our schools become confident individuals and responsible citizens in our modern British society.





WHAT OUR STUDENTS SAY

Gossops Green aims to provide exceptional education for all. Students at Gossops Green say the following about the school.

“When we are nervous about something – pretend it’s something that you like and then just do it... If we have done something wrong - we can just check it. We can learn from our mistakes.” - Beth and Zac

“Responsibility means being responsible to have all your things when you come to school. It also means if you are struggling to do something and you are advised to do it a certain way - it’s your responsibility to take the advice.” - Sheryl

“Be resilient in your work and concentrate.” - George

“It’s OK to make mistakes because you know you are learning... never giving up on things when they are tricky.” - Zeelsi

“Try to be the best you can be - not to give up when things are tough. When I was wasn’t confident in my maths I was struggling and I didn’t give up and got 25 out of 25” - Tobenna

“Teachers tell us not to say ‘you can’t do it’ but to say ‘you can’t do it yet’.” - Tobi

OUR SCHOOL CHARTER

Always be safe and sensible

Be kind to others

Care for our school

Do our best



INFORMATION FOR APPLICANTS

HAMSEY GREEN PRIMARY SCHOOL

School	Hamsey Green Primary School
Location	Tithepit Shaw Lane, Warlingham, Surrey CR6 9AN
Age Range	4-11
Type of School	Multi-Academy Trust
Website	www.hamsey.surrey.sch.uk
Mission	Together we learn for life
Transport	403 bus Upper Warlingham train station Whyteleafe train station

INTRODUCTION

Our vision is to develop a school of excellence, where our children and staff pride themselves in becoming life-long learners and achieving their full potential. Our school motto 'Together We Learn for Life' is at the heart of everything we do. We are a welcoming, inclusive school, who understand the importance of working in partnership with parents and carers, in order to ensure children have the best possible outcomes.

Having recently joined the Tandridge Learning Trust, with a like-minded group of schools, we are embracing this fantastic opportunity to grow talent; share good practice and further increase the opportunities and outcomes for our children.

OUR AIMS

- To provide an outstanding education for every child.
- To provide a happy, secure, welcoming and stimulating environment where every individual is equally valued.
- To work as a team to plan a challenging, broad-based and well-structured education, encompassing all aspects of the curriculum.
- To value and encourage the support of parents and carers, thereby creating a positive partnership between school and home, enabling children to give of their best.
- To develop an exciting and motivating approach to learning.
- To develop and foster children's moral and social values, alongside a sense of self-worth.
- To promote and encourage healthy lifestyles for all members of our school community.
- To ensure that everybody is provided with opportunities for professional development and their achievements are celebrated.





Hamsey Green Primary School

OUR SCHOOL

Hamsey Green Primary School is a community primary school for pupils aged from four to eleven years. We have two sites: the Lower School houses Reception Year plus Years One and Two; Years Three to Six are at the Upper School. Children are able to be safely escorted from one site to another through our campus, which incorporates Warlingham Senior School. Secured gates are located at the entrances to both the Lower and Upper sites.

Hamsey Green Sure Start Children's Centre is housed in a beautiful new purpose-built building at the Lower School site and provides services and activities for children aged 0 – 5 years, and their families.

Our grounds are extensive and attractive, offering a range of quality play equipment and opportunities for outdoor learning. A pond within an environmental area is located on each site and funding from The Lottery has provided the school with a sensory garden.

All our classrooms have interactive whiteboards for teaching and learning. Our pupils are able to make use of a variety of computer equipment including laptops, netbooks and cameras.

There is a computer suite in the Upper School for whole class teaching. One of our IT technicians is timetabled to support IT in the classroom across the school.

We are particularly pleased to share a campus with Warlingham School; we work closely together to ensure progression and continuity for our children throughout all phases of their education. In particular, cross-campus teaching and learning may include modern foreign languages, maths, music etc.

Swimming is introduced in Year 1 and the aim is for years 1 to 6 to swim each year and we use the facilities at Warlingham School according to their availability.

Links are also maintained with local nurseries and playgroups ensuring smooth transition into school.



INFORMATION FOR APPLICANTS

WATERFIELD PRIMARY SCHOOL

School	Waterfield Primary School
Location	Waterfield Gardens, Bewbush, Crawley, West Sussex RH11 8RA
Age Range	3-11
Type of School	Primary School, Academy Converter
Website	www.waterfieldprimary.co.uk
Mission	Aiming High and Achieving Our Best
Transport	See our website for details.

INTRODUCTION

Waterfield is a two-form entry primary school situated next to a beautiful Mill Pond. Waterfield provides a broad and creative curriculum designed to balance knowledge with core skills that enable our pupils to apply their learning to the wider world around them.

Working collaboratively with The Collegiate Trust to deliver ‘Exceptional Education for All’ the community of Waterfield believes in everyone ‘Aiming High and Achieving their Best’. Waterfield’s dedicated staff fosters a kind and inclusive environment for our entire community, from the very start of our families’ journey in Nursery all the way through Year 6 and into our ‘Alumni’.

Currently embarking on a journey of renewal; facilities at Waterfield have been expanding to incorporate the development of our ‘Early Years Department’, ‘The Glade: Forest School’, ‘STEAM Garden’ and a the new ‘Technology Hub’. With substantial investment, new curriculum design and focus placed on high standards - we believe Waterfield is well equipped to continue our journey as a ‘Good School’ (OFSTED 2016). We foster and value the process of ‘self-reflection’; staff actively review their practice to ensure they maximise opportunities for our children. This demonstrates our commitment to learning at all levels, a value that is paramount in an institute of education.

Through enquiry, children benefit from a curriculum where literature, creativity and vocabulary flows throughout the ‘Vehicles of Learning’ to lead everyone on a rewarding journey of continuous progression and discovery. At Waterfield we acknowledge that the world of tomorrow will require our pupils to be ready to take their place as global citizens working in unfamiliar and pioneering vocations.



OUR STRUCTURE / TEACHING & LEARNING

Waterfield maintains around 380 pupils on roll across three key phases: Early Years Department, Lower School (Years 1-3) and Upper School (Years 4-6). Each school is led by Assistant Principals who co-teach and take responsibility for a class and the overall curriculum and standards for their phase.



Supporting our Assistant Principals are the 'Faculties'. Heads of Faculty are experienced teachers who ensure the leadership and management of key subject areas and support the growing need of our curriculum.

Our academic focus is complimented by a strong pastoral team: led by our Inclusion Manager, who is further supported by Education Support Staff and Learning Mentors. At Waterfield our inclusion support not only focuses on the children, but also works with families and our community to create an inclusive and welcoming environment where everyone is cohesively palmer developing opportunities for our children.

As part of The Collegiate Trust, Waterfield benefits from the collaboration of the four Primary and two Secondary Academies, we work with the Education department and have excellent professional development opportunities.

OUR STUDENTS

The pupils of Waterfield predominately live in our locality, we celebrate a broad and diverse socio-economic background and celebrate the many cultures that embody our global outlook. Both pupils and staff embrace our values of being 'kind', 'respectful' and 'hardworking', starting each day with a smile and warmly welcoming visitors.

PROFESSIONAL DEVELOPMENT / WHY TRAIN WITH US?

The professional development of staff is key to ensuring both high outcomes for children and personal motivation for our staff. At Waterfield, time is taken to strategically plan developments, utilising current education research and pedagogy to enable all staff to engage in high quality 'learning'. Although long established, Waterfield is undergoing a period of change, where fresh ideas, new approaches and collaboration are fostered. Balancing an experienced and relatively new teaching team, junior staff are well supported both in their training, through their NQT period and as Recently Qualified Teachers. Whilst benefiting from the full support of The Collegiate Trust, we also look to West Sussex and other educationalists to provide training opportunities for our staff.



INFORMATION FOR APPLICANTS

WOODLEA PRIMARY SCHOOL

School	Woodlea Primary School
Location	Long Hill, Woldingham, Surrey, CR3 7EP
Age Range	4-11
Type of School	Multi-Academy Trust
Website	www.woodlea.surrey.sch.uk
Mission	Excellence, engagement, enjoyment
Transport	540 bus Woldingham train station

INTRODUCTION

Woodlea is a thriving, vibrant and happy school where individuals are valued for themselves and all that they bring to our community. We aim to create a supportive and inclusive environment in which children are nurtured to achieve their full potential, enjoy learning and aim for excellence.

Parents are invited to join us as partners in our learning community and as part of our school family. We hope that the experiences and encouragement that we provide at Woodlea will enable our pupils to move on to the next step in their lives confident and well-developed in body, mind and spirit.

In May 2017 we formally joined together with Bletchingley Primary School, Hamsey Green Primary School, Tatsfield Primary School and Warlingham School to create Tandridge Learning Trust. Together we are committed to working together for the best possible outcomes for all children in every school. The partnership has allowed the opportunity for us to share best practice and support one another in developing our own schools in order to ensure the best possible outcomes for our students.

We are excited by the enthusiasm and talent each of our children bring to us every day and seek to celebrate this. We delight in musical, artistic and sporting achievements as well as academic success.



ABOUT THE SCHOOL

Woodlea Primary School is situated in a country setting in the village of Woldingham. The main building is a former country house, which has been adapted for school use with the addition of a hall, kitchen and cloakroom areas. The main building houses our reception and infant classes, library, ICT suite, offices and staff room. The juniors are situated in a four class teaching block adjacent to the main building.

The grounds provide a rich and varied environment including woods, environmental area and pond in addition to our new 'Paddock', a multi-use games area, and a trim trail. The nearby Glebe offers sporting facilities for team games and athletics.

Woodlea is a one form entry school, this means that there is one class per academic year. Maximum class sizes are 30 per class which means we have an overall total size of 210 children.



WOODLEA
PRIMARY SCHOOL

OUR AIMS

- Creating a happy, safe and positive atmosphere. Everyone who comes into contact with the school is made to feel welcome and is encouraged to make a positive contribution.
- Offering an excellent physical environment for learning. The school grounds and premises are attractive, safe and stimulating for work and play and offer opportunities to promote an understanding and respect for the environment.
- Encouraging and expecting each individual child to give of their best in everything they do, aiming to reach their own individual potential. Each child is valued and encouraged to achieve as much as possible according to their personal ability and aptitudes.
- Expecting responsible and considerate behaviour from every pupil. Children are positively encouraged to develop self-reliance, and to treat others with kindness, consideration and respect. Discriminatory behaviour and bullying are not tolerated.
- Fostering positive relationships between all members of the school community. A culture of consistent mutual respect is encouraged, creating an atmosphere where all members aspire to high standards, providing the best possible learning environment.
- Meeting the individual learning needs of all pupils. Stretching targets are regularly set and monitored for each pupil's learning. These are used to plan the curriculum and resources to meet all needs, ranging from children with special needs through to pupils who are more able.
- Providing a broad and stimulating curriculum that exceeds the National Curriculum. Recognising their strengths and talents, children are given a wide range of opportunities, including extra-curricular activities, to develop confidence and self-esteem and encourage the skills for life-long learning. Woodlea recruits and motivates the very best teachers to inspire the children and deliver our high standards. Teachers are motivated, supported and developed to provide the best possible learning environment.
- Working in partnership with parents to support individual pupils and the school as a whole. Parents are encouraged to be fully involved in all aspects of their child's education, through good communication and teamwork with teachers. Parents are encouraged to contribute their time and skills to support and enrich school life overall.



INFORMATION FOR APPLICANTS

OVERVIEW OF PROVIDERS



EMAIL: ENQUIRIES@ROEHAMPTON.AC.UK

WEBSITE: WWW.ROEHAMPTON.AC.UK

PHONE: 020 8392 3232

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 their students and all tutors have extensive teaching experience in schools with many having served as consultants or as Ofsted inspectors.

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

This course is for trainees following a non-salaried route. Training takes place at the University of Roehampton on the PGCE secondary programme and is followed by school placements within the South East Learning Alliance. 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.



EMAIL: PGCEADMISSIONS@KCL.AC.UK

WEBSITE: WWW.KCL.AC.UK

PHONE: 020 7848 7207/7210

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

King's 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.

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

OVERVIEW OF PROVIDERS

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.

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 Master's 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.

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.

e-Qualitas

EMAIL: INITIALTEACHERTRAINING@E-QUALITAS.CO.UK

WEBSITE: WWW.E-QUALITAS.ORG.UK

PHONE: 020 7848 7207/7210

e-Qualitas offer a salaried only teacher training course where 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.

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.

SCHOOL DIRECT SUCCESS STORY

GRACE KING

I have been fortunate enough to be a School Direct trainee this year at Riddlesdown Collegiate; teaching Drama. It has been such an enriching experience and the school has supported me every step of the way.

The School Direct route allows you to learn on-the-job and become immersed in an educational environment from the outset. The South East Learning Alliance has provided a diverse, unique and exciting training experience; affording me a wonderful opportunity to develop my understanding of pedagogy and deliver lessons in a subject I feel so strongly about. I have developed my own personal style of teaching under the guidance of a committed, highly skilled, and experienced Mentor, as well as learning from a wide variety of exceptional teachers across the Collegiate.

For me, it has been so important to train at a school that champions and values the creative performing arts, and its place on the curriculum. I have helped to foster and stretch students' creative thinking and artistic abilities. In addition, training at an outstanding school has afforded me the opportunity to witness inspiring and innovative lessons, which has in turn influenced my own practice immensely.

The continued support and training that Riddlesdown Collegiate has provided has been supplemented by the University of Roehampton who, alongside the Alliance, have offered valuable insights, and supported us fully through the theoretical application of our knowledge. The University-based sessions cover a breadth and depth of knowledge that is vital to becoming a successful teacher and in doing so underpins and highlights the awesome responsibility that teaching carries with it.

The School Direct route has been an affirming experience and has confirmed that teaching is the career for me. Every day is different and exciting; posing new challenges as well as being consistently rewarding. At the beginning of the academic year I was told that 'teaching is the best job in the world' - I think they might be right!



MERVYN SPENCE



My time as a School Direct trainee last year was invaluable in its contribution to my professional development. The training provided by Archbishop Tenison's High School developed and refined my teaching practice and the staff offered me fantastic support. My leader, trainer and mentor were outstanding teachers, and my mentor had been through the training programme prior to me, which meant she was able to provide excellent support and advice for the classroom and my training programme. Moreover, she consistently made time to guide me, even at really busy times of the year. Staff at Tenison's worked together to foster a sense of community, within Tenison's and among the schools of the Alliance. This also enabled trainees at Tenison's to attend training opportunities at different schools across the Alliance.

I joined the programme to teach Religious Studies, having previously taught Business Studies at A Level, and have been inspired by the professionalism and dedication of the staff around me; not only in these subject disciplines, but in all subjects across the curriculum. I have had the opportunity to observe a range of colleagues delivering 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 SIAMS inspection; I was thrilled to be part of a school where teaching and learning was deservedly recognised as outstanding.

Although the training year was demanding, the encouragement and support I received helped me to meet deadlines and continuously improve my teaching. Training sessions with eQualitas complemented my practice in school, alongside the training sessions and meetings organised by Tenison's, since it gave me the opportunity to engage with other trainees from across the country.

The School Direct route stands out because it allows the trainee to be a teacher, albeit with excellent support and guidance, so every trainee has the potential to become an outstanding teacher by the end of the training year. Moreover, you get to build positive relationships with staff and students alike. It is because I trained at Tenison's that I successfully achieved QTS with recognition as an outstanding member of staff.



FEES AND FUNDING

NCTL BURSARIES AND SCHOLARSHIPS 2019-20 (AWAITING 2020-21 UPDATE)

There are three types of funding available for teacher training - depending on your circumstances, you could receive all three:

1. Tax-free bursary or scholarship
2. Tuition Fee Loan and Maintenance Loan
3. Additional financial support if you're a parent or have a disability

An overview of the generous bursaries and scholarships available can be found in the table below. You'll need a first, 2:1, 2:2, PhD or Master's to be eligible for a bursary or scholarship. Further information on funding options two and three can be found on the funding my training page of the Government website: <https://getintoteaching.education.gov.uk/funding-my-teacher-training>. If you're an non-UK EU national, you could also receive this support. Alternatively, you could earn a salary while you train.

Financial Offer for Maths²

Eligibility 2019/2020 ¹		
Trainee with a 1st, 2:1, 2:2, PhD or Master's	Early-career payments ²	Total ²
£20,000 bursary	£10,000	£30,000
£22,000 scholarship ³		£32,000

Scholarships and Bursaries for other subjects

Subject	Eligibility 2019/2020 ¹	
	Scholarships ³	Bursaries Trainee with a 1st, 2:1, 2:2, PhD or Master's
Chemistry, Computing, Geography and Physics	£28,000	£26,000
Languages ⁴	£28,000 ⁵	£26,000
Biology	N/A	£26,000
Classics ⁶	N/A	£26,000
English	N/A	£15,000
D&T, History	N/A	£12,000
Music, RE	N/A	£9,000
Primary with Maths ⁷	N/A	£6,000

1. Bursaries and scholarships are available to trainees on a fee-based teacher training course in England that leads to the award of qualified teacher status. Availability is dependent on your highest relevant academic award and the subject in which you are training to teach. To receive a bursary or scholarship you must be entitled to support under the Student Finance England criteria. Residents of Wales, Scotland and Northern Ireland will need to be entitled for support as set out by your country's student finance body (Student Finance Wales, Student Awards Agency Scotland or Student Finance NI). Both elements will be assessed by your teacher training provider. If you have a degree from

FEES AND FUNDING

outside the UK, you should refer to the overseas degree equivalency table to see the bursary your degree may attract. You can also contact your training provider for clarification on your degree’s equivalency and your eligibility for a bursary and student finance.

2. You could receive £30k or £32k in total - £20k as a tax-free bursary or £22k scholarship with additional payments of £10k after tax once in teaching. You’ll need to have completed a non-salaried teacher training course and received a bursary or scholarship in the academic years 2018/19 or 2019/2020. You’ll receive two additional early-career payments of £5k each in your third and fifth year of teaching - enhancements to these payments are available if you teach in specified areas in England. You must have taught in a state-funded school in England since completing your teacher training course. View the full terms and conditions.
3. Trainees in physics, maths, languages, chemistry, geography and computing with a 2:1 or above are able to apply for a teacher training scholarship with the appropriate professional body. You can still apply if you have a 2:2, but you’ll need to provide evidence of significant relevant experience. Scholarships are awarded in place of a bursary.
4. Bursaries are available for trainees in French, German and Spanish. They are also available for other modern, community or ancient languages. The full list of eligible languages can be found on GOV.UK.
5. Languages scholarships are only available if you train to teach French, German or Spanish.
6. Bursaries are available to trainees on a classics course where the course is in an ancient language (Latin or Ancient Greek).
7. Bursaries are available to trainees on primary with maths courses with at least grade B maths A Level or equivalent.

FEES 2019-20

If you are studying on a postgraduate initial teacher training (ITT) course, you may have to pay tuition fees. Tuition fees may vary according to the course that you are studying.

Course	Fee
Full-time Postgraduate (School Direct Unsalariated)	£9,250
Full-time School Based (School Direct Salaried)	QTS fee paid by School. Fees payable for top up to PGCE £3,290

PAYMENTS

Full-time study

Bursaries and scholarships of £12,000 or less are paid in 10 equal monthly instalments from October to July. Bursaries and scholarships of £15,000 or above will receive 10 equal monthly instalments from October to July with additional payments in February and July, or the final month of the course.

Part-time study

For trainees on flexible courses, bursaries are paid in two instalments - 50% upon completion of full course enrolment and 50% upon course completion. For trainees on structured part-time courses the instalments will be spread throughout the duration of study.



COURSE CODES 2019-2020

Training Programme Title	Training Programme Code	Route / University	Outcome	
Art & Design	2V4Q	School Direct Training Roehampton University	QTS & PGCE	
Biology	2V4P			
Chemistry	2V4N			
Classics	2VMG	School Direct Training King's College London		
Computing	2V4M	School Direct Training Roehampton University		
Design & Technology	38KW			
Drama	2V4L			
English	2V4R			
Geography	2V4K			
History	2V4J			
Mathematics	2VMC			
Modern Languages	2V4H			
Music	2V4S			
Physical Education	337W			
Physics	298P			
Primary	36KQ			
Primary with Mathematics	3C4W			
Religious Education	2V4G			
Biology	33SB			School Direct Salaried e-Qualitas
Chemistry	33SJ			
Computing	2VQD			
Design & Technology	33SM			
English	33SQ			
Geography	33SR			
Mathematics	2VMB			
Modern Languages	2VMD			
Physics	2V4B			
Primary	36KS			
Religious Education	2V49			
Social Sciences	36KL			

TRAINING LOCATION CODES

School	Training Location/Campus Code	Educational Phase & Programme
Courtwood Primary School	B	Primary
Gilbert Scott Primary School	C	
Gossops Green Primary School	6	
Hamsey Green Primary School	7	
Waterfield Primary School	8	
Woodlea Primary School	9	
Archbishop Tenison's	4	Secondary
Riddlesdown Collegiate	-	
The Quest Academy	A	Secondary (except Classics)
Warlingham School	2	



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 provide a breadth of experience, you will undertake training placements in at least two diverse schools – and will usually spend time in other schools as well.

“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

ADDRESS

Honister Heights
Purley
Surrey
CR8 1EX

TELEPHONE NUMBER

(020) 8668 5136

FAX NUMBER

(020) 8660 9025

EMAIL ADDRESS

schoolsdirect@riddlesdown.org

WEBSITE URL

www.riddlesdown.org/school-direct

Please note, the South East Learning Alliance's
UCAS Provider Code is 1J1.



Riddlesdown Collegiate



Warlingham School
& Sixth Form College



Gilbert Scott
Primary School



Hamsey Green
Primary School



Courtwood
Primary School



Aiming High and
Achieving Our Best



WOODLEA
PRIMARY SCHOOL



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL



LEARNING CHANGES LIVES