

SCHOOLS DIRECT

PROGRAMME

North West
Learning Partnership



WORKING ACROSS: ST HELENS • WIGAN • BOLTON • HALTON • KNOWSLEY • LIVERPOOL

How the Schools Direct Programme works



Secondary School Direct Teacher Training is a unique programme for graduates, in partnership with Liverpool John Moores University (LJMU). Trainee teachers are

treated as professionals who are part of the school team. Your ITT Mentor/Professional Mentor in both your 'home' and 'away' school will support your development in school.

The taught element of the Schools Direct Programme at North West Learning Partnership (NWLP) will be delivered by outstanding and specialised trainers from its teaching school partnership – headteachers, specialist leaders in education, experienced consultants and outstanding practitioners who are still involved in teaching.

The majority of the training sessions delivered by NWLP take place in the strategic partner schools. The Secondary PGCE taught at LJMU begins with a Summer School at the university, in the final week of August. Trainee teachers will spend some days training with both NWLP partner schools, Rainford High, Up Holland High and LJMU.

Rainford High and Up Holland High are two good schools in the St Helens and Wigan area of the North West. Both schools pride themselves on a balanced approach to education that develops the whole child and that needs teachers who want to continue to develop throughout their careers to benefit children and young people as they progress through education.

Both schools pride themselves on their culture and being great places to learn and work. We look forward to the opportunity of working with you in the future.

The secondary programme will focus predominantly on developing your subject knowledge and subject pedagogy as well as the all-round knowledge and skills to be a great secondary professional.

In addition, training sessions will develop your confidence in a range of relevant issues; classroom and behaviour management; meeting individual needs and inclusion; planning and assessment etc. There is a strong emphasis on social justice issues in education and on mental health and well-being. We want you to develop into an inclusive and reflective teacher, with the skills, energy and resilience needed to make a real difference in schools.

In order to achieve Qualified Teacher Status, you will demonstrate that you are able to meet all the requirements of the Teachers' Standards. This

aspect of assessment is largely undertaken by your Professional Mentor in school and Liaison Tutor. Trainees will also be supported both by Rainford High and Up Holland staff and LJMU staff. On placement, they will undertake co-observations of your teaching and quality assure the school-based training across the partnership.

Secondary Mathematics JL80



About the course

Due to the affiliation with North West Maths Hub 3, the School Direct Secondary Mathematics in school one-year teacher training programme starts in September 2021 and completing in July 2022.

On completion you will be awarded PGCE with Masters credits and QTS. The course is offered at Rainford High and Up Holland High, in association with the North West Learning Partnership and Liverpool John Moores University.

Most of your time will be spent in a home school with a contrasting placement. You will benefit from training in the aforementioned placement schools by receiving training from high quality relevant professionals with an outstanding track record for delivering the highest grades for young people at Key Stage 4 and Key Stage 5.

In addition, you will work alongside a Mastery Specialist of Mathematics in the school setting. Throughout the year, you will also benefit from the following opportunities in our schools:

- Opportunity for leadership training and development of strategic curriculum design will be available
- Commitment to develop examination expertise at KS4 and KS5
- Teaching opportunity across KS2,3, 4 and 5
- Subject specific and career impacting professional development
- High quality subject specific CPD opportunities with nationally recognised speakers
- High quality guest speakers to support pedagogical and subject specialism
- The opportunity to understand how all elements of the school impact on a child's education and development
- The opportunity to be part of high quality SEND provision and pastoral support

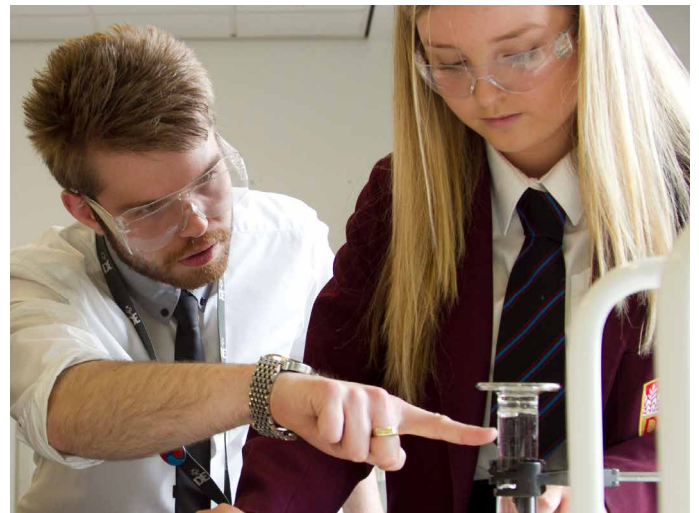
The PGCE aspect of your course takes place at Liverpool John Moores University IM Marsh campus. It begins with a Summer School during the last week of August. Until January, you will normally spend Fridays (and sometimes the occasional full week) at the university and the other 4 days in school. Later in the year, you will return to the university for additional full training weeks, but the majority of your time will be spent training in our schools.

The Maths programme will focus predominantly on developing your subject knowledge and subject pedagogy so that you have the knowledge, understanding and skills needed to become a confident Maths teacher. In addition, workshops and seminars will develop your confidence in a range of relevant issues; classroom and behaviour management; meeting individual needs and inclusion; planning and assessment

etc. There is a strong emphasis on social justice issues in education and on mental health and well-being. We want you to develop into an inclusive and reflective teacher, with the skills, energy and resilience needed to make a real difference in schools.

In order to achieve Qualified Teacher Status (QTS), you will demonstrate that you are able to meet all the requirements of the Teachers' Standards. This aspect of assessment is largely undertaken by school-based mentors. LJMU staff are in regular contact with all trainees on placement, undertake co-observations of their teaching and Quality Assure the school-based training across the Partnership.

The PGCE is assessed through 2 Modules, one of these modules uses the evidence you gather to be awarded QTS. You will also complete a reflective essay, linked to your classroom practice.



How school placements work

Your school-based experience takes place largely in your Home School, supported by well-trained mentors, and a staff body comprising of a mix of experienced staff, NQTs, RQTs and mastery specialists in Mathematics. Being in a Home School ensures that you are fully integrated into school life and get to know staff, pupils and your subject mentor extremely well, to the benefit of all involved. A member of LJMU staff is normally attached to each school and is responsible for visiting regularly in order to support all trainees

and their mentors. Relationships are very close and constructive.

In addition to the time spent in a Home School, you will also undertake an alternative placement of roughly 6 weeks in a contrasting school between January and February. This placement has an explicit focus on diversity and inclusion. Additional experiences are also often provided for instance through visits to Special Schools and to Primary Schools. Although the LJMU programmes focus on 11-16 experience, you will also gain experience of Post 16 planning and teaching during your school experience.

School experience is structured in phases, beginning with an observation phase, so that you can develop appropriate confidence and competence, taking on greater responsibility for planning and teaching as the year progresses. Your final assessment for QTS is conducted at the end of the year, in collaboration with your mentor.

All trainees are entitled to weekly review and feedback meetings with their mentors and to tutorials with LJMU staff. This 'wraparound' care ensures that you are consistently supported from start to finish, both personally and professionally.

A range of mentor training and development events hosted both at LJMU and in schools, ensure that our mentors understand our expectations and commit to offering high quality guidance and support to each trainee.

You should normally have or expect to achieve an undergraduate degree (or recognised equivalent) in a Maths related discipline with significant content in Maths. The degree classification should be third class or above. Funded Maths subject knowledge enhancement courses are available.

GCSE English Language and Mathematics at grade C/4 or above (or equivalent qualification)

Please note: original evidence of GCSE passes (or equivalent) and your degree (if you have already graduated) will be requested at interview. Level 2 numeracy and literacy qualifications are not considered as equivalent. If you have non-standard qualifications please check their suitability first.

Interview process

Shortlisting: All applicants who meet the entry requirements will be invited to attend a selection event.

Selection events: The selection process will involve a presentation, a Maths task, and an individual interview with school staff and members of our partnership. Details to support preparation for the event are sent to successful applicants along with an invitation to attend. The selection and interview day will also give applicants further information about the programmes and provide an opportunity to meet our friendly and supportive team.

Applicants are normally informed of decisions within 24 hours.

Applicants will be assessed for their:

- Depth of relevant subject knowledge and their interest and enthusiasm for teaching Maths
- Ability to successfully engage learners and to make learning exciting and meaningful to young people in a range of contexts
- Commitment to supporting learners, including in areas of challenging social context
- Enthusiasm, energy and resilience and ability to work with others in teams and potential to work successfully at Master's level.

Applicants are asked to bring evidence of GCSEs in English and Mathematics with them to interview, along with degree certificates if they have already graduated.

Funding

For more information visit:

getintoteaching.education.gov.uk

and

northwestlearningpartnership.co.uk

Secondary Modern Foreign Languages SD90



About the course

With the expertise of trainers and staff in both lead secondary schools, the in school one-year teacher training programme starts in September 2021 and completing in July 2022. On completion you will be awarded PGCE with Masters credits and QTS. The course is offered at Rainford High and Up Holland High, in association with the North West Learning Partnership and Liverpool John Moores University.

With the outstanding teaching in both schools, results in Modern Foreign Languages (MFL) are significantly above national average and both schools offer unique and dynamic training and teaching opportunities for the right aspirational initial teacher training candidates. The training opportunities in the schools will include:

- Training with high quality relevant

professionals with an outstanding track record for delivering the highest grades for young people at Key Stage 4 and Key Stage 5 as well as delivering exceptional transition for young people

- Opportunity for leadership training and development of strategic curriculum design
- Commitment to develop examination expertise at KS4 and KS5
- The opportunity to take part in cultural language exchange visits and programmes
- Teaching opportunity across KS2,3, 4 and 5
- Subject specific and career impacting professional development. Such as high quality subject specific CPD opportunities with nationally recognised guest speakers to support pedagogical and subject specialism
- The opportunity to be part of high quality SEND provision and pastoral support
- The opportunity to understand how all elements of the school impact on a child's education and development

The PGCE aspect of your course takes place at Liverpool John Moores University IM Marsh campus. It begins with a Summer School during the last week of August. Until January, you will normally spend Fridays (and sometimes the occasional full week) at the university and the other 4 days in school. Later in the year, you will return to the university for additional full training weeks, but the majority of your time will be spent training in our schools.

The MFL programme will focus predominantly on developing your subject knowledge and subject pedagogy so that you have the knowledge, understanding and skills needed to become a confident MFL teacher. In addition, workshops and seminars will develop your confidence in a range of relevant issues; classroom and behaviour management; meeting individual needs and inclusion; planning and assessment etc. There is a strong emphasis on social justice issues in education and on mental health and well-being. We want you to develop into an

inclusive and reflective teacher, with the skills, energy and resilience needed to make a real difference in schools.

In order to achieve Qualified Teacher Status (QTS), you will demonstrate that you are able to meet all the requirements of the Teachers' Standards. This aspect of assessment is largely undertaken by school-based mentors. LJMU staff are in regular contact with all trainees on placement, undertake co-observations of their teaching and Quality Assure the school-based training across the Partnership.

The PGCE is assessed through 2 Modules, one of these modules uses the evidence you gather to be awarded QTS. You will also complete a reflective essay, linked to your classroom practice.



How school placements work

Your school-based experience takes place largely in your Home School, supported by well-trained mentors, experienced staff with expertise in MFL. We have found that being in a Home School ensures that you are fully integrated into school life and get to know staff, pupils and your subject mentor extremely well, to the benefit of all involved. A member of LJMU staff is normally attached to each school and is responsible for visiting regularly in order to support all trainees and their mentors. Relationships are very close

and constructive.

In addition to the time spent in a Home School, you will also undertake an alternative placement of roughly 6 weeks in a contrasting school between January and February. This placement has an explicit focus on diversity and inclusion. Additional experiences are also often provided for instance through visits to Special Schools and to Primary Schools. Although the LJMU programmes focus on 11-16 experience, you will also gain experience of post-16 planning and teaching during your school experience.

School experience is structured in phases, beginning with an observation phase, so that you can develop appropriate confidence and competence, taking on greater responsibility for planning and teaching as the year progresses. Your final assessment for QTS is conducted at the end of the year, in collaboration with your mentor.

All trainees are entitled to weekly review and feedback meetings with their mentors and to tutorials with LJMU staff. This 'wraparound' care ensures that you are consistently supported from start to finish, both personally and professionally.

A range of mentor training and development events hosted both at LJMU and in schools, ensure that our mentors understand our expectations and commit to offering high quality guidance and support to each trainee.

Entry Requirements

You should have or expect to achieve an Undergraduate degree (or recognised equivalent) in a Modern Languages discipline at 2:2 or above. Applications are also welcome from other graduates who are native speakers. Funded subject knowledge enhancement courses are available.

GCSE English Language and Mathematics at grade C/4 or above (or equivalent)

Original evidence of GCSE passes (or equivalent) and your degree (if you have already graduated) will be requested at interview. Level 2 numeracy and literacy qualifications are not considered as equivalent. If you have non-UK qualifications please check their suitability with LJMU or NARIC

Interview process

Shortlisting: All applicants who meet the entry requirements will be invited to attend a selection event.

Selection events: The selection process will involve a presentation, an MFL classroom task, a conversation in the relevant language and an individual interview with school staff and members of our partnership. Details to support preparation for the event are sent to successful applicants along with an invitation to attend. Our selection and interview day will also give applicants further information about our programmes and provide an opportunity to meet our friendly and dedicated team.

Applicants are normally informed of decisions within 24 hours.

Applicants will be assessed for their:

- Depth of relevant subject knowledge and their interest and enthusiasm for teaching MFL
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