
School Direct (*Tuition Fee*) Programme 2017/18



Eliot Bank Primary School
www.eliotbank.lewisham.sch.uk



Gordonbrock Primary School
www.gordonbrock.lewisham.sch.uk



Rangefield Primary School
www.oakbridgefederation.co.uk



Forster Park Primary School
www.oakbridgefederation.co.uk



St Michael's Church of England Primary School
www.stmichaels1871.org.uk

The School Direct (tuition fee) Programme is a school led training route to becoming a qualified teacher and achieving Qualified Teacher Status (QTS) as well as a Postgraduate Certificate in Education (PGCE).

The Eliot Bank and Gordonbrock Federation of Schools are excited to be part of School Direct. We believe that teachers learn best in the classroom, however this needs to be underpinned by a deep understanding of child development, pedagogy and learning. School Direct offers students the opportunity to learn whilst based in school rather than a university. This doesn't mean you'll be thrown straight in at the deep end or expected to work things out for yourself, as a School Direct trainee, you'll be surrounded by experienced teachers and mentors to support you from the start.

We have the following places for 2017/18:

	Eliot Bank Primary School	3
	Gordonbrock Primary School	3
	Rangefield Primary School	3
	Forster Park Primary School	3
	St Michael's Church of England Primary School	1

All the schools in the group have a track record of enabling teachers to become good and outstanding practitioners. All students who complete the course to the highest standard have gone on to be directly employed by the school. We now have a number of successful teachers who have trained through this route.

As well as hard work and commitment this takes an unreserved belief that every child should have a quality education and an understanding that it is our job to overcome all barriers to enable them to succeed.

Each school has unique qualities. They have very different sites, and catchments. Our partnership model celebrates the differences but is built on principles of good practice.

For further information on each school please visit the individual schools websites:

www.eliotbank.lewisham.sch.uk
www.gordonbrock.lewisham.sch.uk
www.oakbridgefederation.co.uk
www.stmichaels1871.org.uk

Strengths within the schools include:

- Leadership and management
- Curriculum
- Marking and Feedback
- Talk for writing
- Teaching of maths
- Support for under achieving groups including those with SEND and in receipt of the pupil premium.

We are committed to the provision of quality Continuing Professional Development for all our staff. This includes the development of new teachers.

ITT Partner

We have established a partnership with the Bromley Schools' Collegiate (BSC), judged as Outstanding by Ofsted. We work closely with them as our Initial Teacher Training provider.

Bromley Schools' Collegiate are responsible for the assessment of trainees and the recommendation for QTS (Qualified Teacher Status) and PGCE (Post Graduate Certificate in Education). Trainees will be in school Monday - Thursday with training taking place on Fridays at the BSC training suite located at Chislehurst School for Girls. The program is well organised and systematically works through the knowledge and skills necessary to become a good teacher.

For more information please visit <http://www.bscteach.co.uk/>.

Our School Direct (tuition fee) Offer

Our offer will give the students the benefit of working in two schools and three phases during the course of the year. In addition they will observe in the children's centre attached to Eliot Bank.

Throughout this experience trainees acquire the skills, knowledge and understanding of the range of elements which make an outstanding teacher, as specified in the Teachers' Standards; from developing good relationships with children and other colleagues to promote learning, to working within a framework and national and school policies to deliver the Curriculum. Experience in school progresses from observing and working alongside the class teacher, to taking full responsibility, initially for individuals and groups, and later, for a whole class

Students will be completely immersed in their schools with an expectation that they will participate in day to day life. Students will be expected to teach a whole classes early on in their placement, with the support of their class teacher. Students must work the full school year.

Autumn Term

- Work/study in the **1st School** in one class.
- Attached to a good/outstanding teacher.
- Attend BSC based training.
- Opportunity to develop practice with students in the partner school.
- Participation in cross school professional development opportunities.
- Focussed activities in a second year group.

Spring Term

- Work/study in the **2nd School** in a different year group.
- Attached to a good/outstanding teacher.
- Attend BSC based training.

Summer term

- Continue to work/study in the **2nd School** school in a third year group.
- Attached to a good/outstanding teacher.
- Attend BSC based training.



Gradual transition from working alongside a teacher to take responsibility for groups, then the whole class.

Our offer will enable you to become an effective, confident teacher whose classroom practice is informed by an advanced knowledge of educational theory, and who will continue to learn and reflect throughout their careers. We will help you to acquire the skills and expertise to support children's learning prepare you to teach in an inclusive environment provide professional development in all National Curriculum subjects ensure that you show a concern for professional values and demonstrate the positive attitudes and behaviour you expect from pupils.

Testimonials

Please find below a selection of testimonials from some of our previous school direct students.

“ I embarked on my journey into Education in September 2015 at the Eliot Bank/Gordonbrock Federation, having previously worked as a freelance Musician and teacher. I specifically chose the school-led teacher training route as it offered upfront, ‘hands on’ insight into the profession, as opposed to having shorter isolated placements on a university-led degree. As a person who learns from ‘doing’ – this route was perfect for me. Not only did I gather a wealth of teaching experience from taking responsibility early on, but I was able to enjoy each of my terms in different phases across the federation. By the end of the year, I felt well equipped with the knowledge, skills and expectations for my NQT year at Gordonbrock.

I am delighted to be spending both my SD and NQT years in the Federation. As leading schools in a culturally thriving borough, I was able to not only grow and learn from the effective mentoring of the staff and senior leadership, but from the children themselves. This Federation prides itself on the professional development of its staff, and I have particularly enjoyed the extra training sessions, such

as Singapore Maths and Kagan, that this federation offers. I have felt supported throughout my SD year, and have continued to be mentored during this year as an NQT. I would highly recommend choosing the SD route into teaching, which offers a true, enriching experience into teaching.

Katie Miner, School Direct Student 2015/16 Cohort now in her NQT year as a Year3 Class Teacher at Goronbrock School

“ I think the best way to learn is through the actual experience. School led training meant that I could be in class, teaching and learning at the same time. Gordonbrock and Eliot Bank have high standards and are good and outstanding schools. Because of this, I felt I was learning from the best.

The level of support I received from all members of staff was amazing. I couldn't have gotten through the year without the support of the teachers and TA's I worked alongside over the year.

Sonia Simpson, School Direct Student 2013/14 Cohort, currently a Year 5 class Teacher and Literacy Team Leader at Gordonbrock School

“ I chose to complete the Schools Direct route because it gave me a wealth of classroom experience – I spent more time in class in the first term than some PGCE courses give altogether. I felt that the best way to learn to be a teacher was by watching other professionals, and then getting the chance to implement what I had observed instantaneously. Having worked at the school as an LSA I knew that it was an inclusive and supportive environment in which to train, and being able to apply to specific schools meant that I could optimise and tailor my experience. There were several highlights to the year, and I felt that my placements and mentors were varied and enabled me to gain a wide breadth of experience. I felt well supported by the staff at both schools in the federation, and all were eager to help out with advice whenever I needed. The school have an excellent approach to continuing to support and train their staff, even after they have completed their training.

Robyn Drummond, School Direct Student 2014/15 Cohort, currently a Year 5 class Teacher having finished her NQT year in 2015/16

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Rose Wilkes, School Direct Student 2014/15 Cohort, currently a Year 1 class Teacher at Eliot Bank School

“ Having decided to make a career change from the charity sector into teaching, I decided to take the Schools Direct salaried route because it gives you the opportunity to hit the ground running and be in the class room from day one with your mentor - something university based training just can't offer.

The Schools Direct route allowed me to carefully choose the schools I wanted to work with. The whole school ethos of Eliot Bank & Gordonbrock provides the children with an excellent academic education, balanced by a broad, relevant curriculum was one that rang true with me and I was delighted when I was accepted on to their training scheme.

The level of support from both the schools was amazing. Both the mentors and senior mentors were always on hand to guide and advise me throughout the year and help me develop the skills I needed to feel comfortable and capable when in charge of my classes.

Schools Direct is an intense year with its own challenges, but knowing that I was getting the best possible training and working with the children from day one was a huge benefit. That 'lightbulb' moment when one of your children suddenly understands is the best reward there is.

Sarah Addelsee, School Direct Student 2015/16 Cohort, now in her NQT year a Reception Teacher at Eliot Bank School

“ *I chose the schools direct route, as opposed to the PGCE, because I felt I would personally benefit more from the daily hands on experience in a classroom full of children, rather than sitting in a lecture room and listening to other people's experiences and trying to envision how I would deal with certain situations that could arise in a classroom. It was also comforting to know that if I was successful in my course and a vacancy became available, I could be employed within the school I was placed in.*

I joined Gordonbrock Primary School in September 2014, after previously working for four years, in another Primary School. Despite several schools in both the Lambeth and Lewisham boroughs offering in-school teacher training, Gordonbrock's exciting, creative and immersive approaches to the children's learning stood out for me. It clearly promoted levels of outstanding quality teaching for both the staff and children; and was an environment I felt I could learn to strive and achieve in.

As it does for trainees and pupils alike, Gordonbrock has provided an inspirational learning experience, which skilfully guides and encourages each learner to reach their potential. As it is federated with Eliot Bank Primary School, I was able to gain support and experience of high quality teaching from several different outstanding practitioners, across both Primary schools. I was placed in three different year groups; working closely with fantastic mentors, who supported my development in becoming a reflective practitioner. Consequently, this enabled me to develop my understanding of what factors contribute to outstanding teaching.

Although, I had to get to know a whole new class every term, I enjoyed this style of experience and training because it helped clarify which key stage/year group I preferred to teach in; which key stage my style of teaching suited more. I initially walked in thinking Upper KS2 would be where I wanted to be, due to my previous experiences working in a school. However, after the training in Year 5, Reception and Year 1, I realised I was a more successful teacher in KS1. This hands on training has led me down a road of self-discovery, I doubt I would have discovered in a university led teacher training. The training year definitely prepared me to face the exciting challenges of being a primary school teacher. Furthermore, I feel that not only have I benefitted from the school, through my quality training; but the school, in turn, has benefitted from me; as I have started my teaching career with a great understanding and foundation of skills, to make me a successful practitioner.

Rouselle Dooknah, School Direct Student 2014/15 currently a Year 1 Teacher at Gordonbrock School having finished her NQT year in 2015/16.

Assessment

You and your tutors / mentors will review your progress regularly throughout the programme, through assignments, audits, feedback and tutorials. We base your final assessment on a range of evidence, including observations of your teaching, assignments, subject knowledge

development, professional conduct and responses to self-study. Attendance and punctuality are important requirements and are assessed as aspects of your professional attributes.

Assessment of the teaching is carried out regularly through observations of lessons throughout the placement. An essential part of the course is the tasks and assignments that trainees carry out to address a number of topics.

Teaching is assessed against Qualified Teacher Status (QTS) Standards, teaching practices across three school placements. Observations and assessments are made by school-based mentors and link tutors. Subject knowledge, pedagogy and a trainee's development as a reflective practitioner are assessed through a combination of observations, written assignments and evidence files.

Fees

As the name suggests, the School Direct (tuition fee) route of study is unpaid and a £9000 tuition fee is payable.

There is lots of financial support available to help fund school-led training. Depending on your degree class and the subject you want to teach, you could be eligible for a generous tax-free bursary or scholarship. If not, you'll still have access to a tuition fee and maintenance loan to cover your training.

For more information please visit:

- Tax Free Bursary or Scholarship: <https://getintoteaching.education.gov.uk/funding-and-salary/overview>
- Tuition Fee and Maintenance Loan: <https://getintoteaching.education.gov.uk/funding-and-salary/overview/postgraduate-loans>
- Bromley Schools Collegiate: <http://www.bscteach.co.uk/>

Entry Requirements

- You must have a GCSE pass at grade A* to C in English, Mathematics and a Science
- You must have a Degree (2:2 or higher)
- You must have passed both the Literacy and Numeracy Professional Skills Tests.

If your qualifications were awarded abroad, you must submit proof of equivalency from NARIC with your application. For more information please visit <http://www.ecctis.co.uk/naric/default.aspx>.

What We are Looking For

Potential to Teach

We are looking for candidates who are excited by the prospect of working with young people and show a strong desire to help young people to learn about and understand a range of subjects. You should be enthusiastic about your subject. Young people respond to humour and warmth positively and it's especially important to be able to communicate clearly. You will be required to use your imagination and enthusiasm in equal measure. Alongside this we will be looking for candidates who have resilience and patience to work with both pupils and colleagues.

Transferable skills

We will be looking for candidates with transferable skills that will serve them well as a teacher. You will have the ability to plan and organise your work well, and a confident presentation style. We will also be looking for recent experience of life in a state-maintained school.

Knowledge

We are looking for candidates you can demonstrate:

- An understanding of the role of a teacher
- An awareness of the National Curriculum and the Framework for Literacy and Mathematics
- Ability to use ICT for a range of purposes

Inclusion

We are looking for people who irrespective of their background understand that all people have a right to be treated with respect. You'll need to work with your colleagues and with parents to ensure that you are aware of the particular needs of your classes. Many schools have a very diverse pupil population which provides a great opportunity to learn more about other people's cultures and beliefs. Find out about schools' equal opportunities policies to see examples of the ways in which they outwardly demonstrate that they are committed to respecting individual differences.

Personal Qualities

We are looking for candidates who can demonstrate:

- Ability to work on own initiative and manage own work load.
- Ability to combine work and study.
- Ability to work cooperatively and effectively with colleagues
- Ability to build relationships with children that promote learning
- Clear and accurate verbal and written communication skills

- Ability to read effectively
- An interest in and enjoyment of working with children.
- Ability to reflect on own practice and learning and listen to advice
- Determination to achieve Qualified Teacher Status
- Positive attitudes towards children and young people
- An understanding of children's needs
- An understanding of the professional boundaries related to child protection procedures

Qualifications

Candidates must fulfil the entry requirements which are:

- You must have a GCSE pass at grade A* to C in English, Mathematics and a Science
- You must have a Degree (2:2 or higher)
- Pass both the Numeracy and Literacy Professional Skills Test. *For more information please visit <http://sta.education.gov.uk/>.*

If your qualifications were awarded abroad, you must submit proof of equivalency from NARIC with your application. For more information please visit <http://www.ecctis.co.uk/naric/default.aspx>.

Opinions Around Current Educational Issues

We are looking for candidates who are familiar and interested in current educational issues.

Other

We are looking for candidates who have:

- Interests that would enhance children's learning experience
- Willingness to implement and promote equal opportunities policies
- Good health
- Clean Criminal Record
- Willingness to seek employment as a teacher in the partnership
- We are committed to equal opportunities and welcome applicants from groups under-represented in primary schools, for example, men, those from ethnic minority groups and those with disabilities.

Recruitment & Selection

All applications should be made through UCAS. If you would like to register your interest in the programme whilst you are in the process of completing your UCAS application please contact Anne-Marie Küçükaramuklu at akucukkaramukl.209@lglfmail.org

Candidates are short-listed and if successful are invited. The recruitment process is designed to test the candidate's suitability for teaching and National Curriculum knowledge for Primary Education.

Our recruitment events will take place at any of the schools within this offer (Eliot Bank, Gordonbrock, Rangefield, Forster Park or St Michaels). Interview can last a whole day and will include a classroom activity, timed literacy and numeracy exercises, a presentation to the interview panel and an interview.

The Eliot Bank and Gordonbrock Federation of Schools is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We implement all elements of the safer recruitment process and all posts are subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check.

Applicants who are successful at interview will be offered place on the programme. The offer can conditional if the candidate is awaiting results.

Further Information

If you would like any further information regarding the programme content and fees please contact Bromley Schools Collegiate on 020 8300 6566 or to administrator@gradteach.co.uk.

If you would like to register your interest in applying for this programme or have any questions about the recruitment process please contact Anne-Marie Küçükkaramuklu at akucukkaramukl.209@lqfmail.org

Useful Websites:

- Bromley Schools Collegiate: <http://www.bscteach.co.uk/>
- GOV.UK – Get into Teaching: <https://www.gov.uk/government/organisations/department-for-education>
- UCAS – Teacher Training: <https://www.ucas.com/ucas/teacher-training/ucas-teacher-training-apply-and-track>