

School Direct Training Programme with PGCE: History

Why Train With Us?

Brooke Weston, an Outstanding Academy, was one of the first schools in the country to be granted Teaching School Status and it is the driving force behind the Brooke Weston Teaching School Alliance (BWTSA). In partnership with schools and higher education providers, BWTSA has already supplied high quality training to over 200 teachers from more than 50 schools across the East Midlands, including Northamptonshire, Leicestershire, Rutland and Cambridgeshire. We offer innovative, forward-thinking and relevant training for teachers at all levels; from trainees to head teachers and we have a proven track record of developing outstanding teachers and leaders.

If you choose to train with BWTSA we will offer you the exceptional opportunity to work with a range of reputable and varied primary and secondary schools in our growing Alliance. The expertise within our partnership is extensive. It enables us to provide a rich variety of experiences and placements for trainee teachers, as well as support and mentoring from a network of highly experienced teaching practitioners.

In addition to the award of Qualified Teacher Status (QTS), the School Direct programme will also lead to a university validated PGCE. The programme provides you with the opportunity to attain Qualified Teacher Status and a Postgraduate qualification; with 60 credits at Masters level which can become part of a full Masters degree as your career progresses. We are delighted to be working with the University of Leicester as our Initial Teacher Training (ITT) partner, with whom we have a successful long-standing partnership. The University of Leicester School of Education has been one of the foremost teacher training institutions for many years and is in the 'Top 10 for Teacher Education' in the Smithers' Top Teacher Training Guide published in 2013. The School of Education is located in the heart of Leicester, within 5 minutes' walk of both the railway station and the main University of Leicester campus with its student support services and award-winning library.

Constant monitoring, training and collaborative work between the Alliance and the University ensure close co-operation and an excellent professional and academic partnership which provides a stimulating range of experiences.

Entry Requirements

Minimum degree required: Upper Second

Degree and Post-16 qualifications

Applicants for all subjects should normally have an upper second honours degree. This should be in a subject closely related to the subject specialism you wish to pursue. As a guideline, the main subject should have comprised at least 50% of the degree course and/or have been successfully studied at GCE Advanced level or in a further degree.

In exceptional circumstances, we accept applicants whose degree does not meet these general guidelines. We look at each individual case on its merits; you may therefore wish to make out a case for the relevance of your degree on your application form, and should be able to do so if required at interview.

Subject specific requirements

School Direct History with PGCE:

Applications are welcome from students with good/very good qualifications in their History qualifications at GCSE and AS/A level or equivalent and at honours degree level. Those students with joint or combined honours degrees in which English is a major subject are also welcome to apply. Students with degrees in a range of academic backgrounds including American Studies, Classical Studies, History and Law have also made successful applications in the past. In all cases applicants are required to have an A level English Language or Literature or Lang/Lit qualification (or equivalent) and should be able to demonstrate a genuine interest in and enthusiasm for English at interview.

Applicants without English as a major subject would be expected to undertake essential background reading before the start of the course.

Those students with joint or combined honours degrees in which History is a major subject are also welcome to apply. Students with degrees in a range of academic backgrounds including Classical Studies, Law, International Relations and Government and Politics may also be considered. In all cases applicants are required to have an A level History qualification and should be able to demonstrate a genuine interest in and enthusiasm for History at interview. Applicants without History as a major subject would be expected to undertake essential background reading before the start of the course. We welcome applications from mature students who are returning to full-time work or who are making carefully considered decisions to change careers. History students will form part of a Humanities subject group along with Citizenship and Geography specialists for generic sessions. In addition there will be a programme of History subject enhancement sessions to further secure your subject knowledge. This approach recognises the need for flexibility and adaptability required of the Humanities based teacher.

Therefore, we expect all prospective students to have spent 10 days or more observing, and possibly assisting, learners and teachers in History and Humanities classrooms in order to familiarise themselves with current developments in History and Humanities teaching.

We expect all prospective students to have spent 10 days or more observing, and possibly assisting, learners and teachers in secondary Humanities classrooms in order to familiarise themselves with current developments in Humanities/Geography teaching.

GCSE subjects:

Alongside a grade B or above in Mathematics we require, as a minimum, a grade C in English Language. Candidates must have secured Mathematics and English GCSEs (or an equivalent) before making an application.

Equivalent qualifications:

We welcome applicants with a range of qualifications, providing these are recognised by NCTL as being equivalent to their minimum requirements. Full details of these qualifications can be found on the UCASTT website.

What We Are Looking For:

We are seeking to recruit highly motivated and inspiring individuals with a wide range of skills, knowledge and experiences.

Our selection criteria:

- **Suitable academic qualifications**
- **Ability to form positive relationships**
- **Good communication skills**
- **Commitment to learning and teaching**
- **Reflective qualities**
- **Awareness of contemporary issues in education**
- **Experience in maintained school or educational related setting**
- **Two references that substantiate performance to date** (if you are an undergraduate please be advised that one of your referees should be able to comment on your predicted degree class)

Interview stage

Our selection process is a two day process and involves a school and University based interview. The school based interview will involve:

- A panel interview
- A presentation activity.
- Spending some time in a lesson, though you will not be required to teach.

The Head of Department will normally be involved in the interview, as well as other senior leaders from the Alliance.

The interview at the University of Leicester will normally last the whole day and will involve:

- An individual interview with the University Subject Tutor(s) and visiting teacher(s).

- A short subject specific written task which is designed to explore aspects of your subject knowledge and the quality of your expression.

Further details about the selection process are on the School of Education website <http://www.le.ac.uk/education>

About This Training Programme

How this course is organised?

Approximately two-thirds of the time is spent in schools, starting with an induction week based at Brooke Weston Academy. This has been carefully designed to provide clear guidance on what to expect on the programme, to outline the ethos and expectations of the Alliance and to support trainee teachers from the outset with their individual requirements. The induction programme is followed by a two week preliminary attachment to a primary school. A pack of materials incorporating designated tasks and critical readings enables trainee teachers to make the most of this experience and is designed to support the completion of a preliminary assignment.

Following the preliminary attachment, trainee teachers will be required to conduct an intensive University-based programme, consisting of days devoted to subject work and days for the core Teacher Development Course. This helps to prepare trainees for the first school placement. Trainee teachers will spend time in two differing school contexts over the course of the programme.

Trainee teachers will begin their first teaching experience in October and will return to the same school after Christmas, continuing with their teaching for a further two weeks. This will then lead to additional University-based training, followed by a substantial period of teaching experience in a different school.

Every trainee teacher maintains a Teacher Development Record. This is where you will log evidence of your progress. You will also be expected to write entries in a Reflective Journal to record and reflect on key moments and critical incidents in your professional development.

In school, your subject teaching will be closely monitored and supported by a co-tutor in the department. A senior member of staff, the Initial Teacher Training Co-ordinator, holds overall responsibility in school for the training of trainee teachers, including tutorials and the provision of opportunities for professional development and whole school concerns.

Assessment

Continuous assessment is used throughout the course and there are no examination papers set by the University.

Successful completion of the course leads to Qualified Teacher Status, a Post Graduate Certificate in Education and 60 credits at Masters level awarded by the University of Leicester.

Trainees must:

- Follow the course satisfactorily by attendance, participation and completion of set work.
- Reach pass standard both in written assignments and in practical teaching.
- Demonstrate that they have met all Assessment Areas and Teachers' Standards as outlined by NCTL, including passing the QTS skills tests in Numeracy and Literacy.

Judgements about progress are made jointly by school colleagues and University staff. A guiding principle is early identification of any difficulties so that appropriate action can be taken.