Post Graduate Teacher Training Routes -

Training options

- Post Graduate Certificate in Education (PGCE)
- Schools Direct (Salaried and un salaried)
- School centred intimal teacher training (SCITT)

Age groups- Key stages

The UK education system is broadly divided into primary and secondary schools, with a few authorities running a three-tier system.

- Early years foundation stage (EYFS): 3-5 year olds; nursery and reception
- Key Stage 1: 5-7 year olds; school years 1-2
- Key Stage 2: 7-11 year olds; school years 3-6
- Key Stage 3: 11-14 year olds; school years 7-9
- Key Stage 4: 14-16 year olds; school years 10-11

Types of schools

The UK has broadly two sectors of school education, state maintained and independent. The type of schools can affect how its run, the admissions criteria, who staff are employed by and what is in their contracts. The different types include:

- Free schools and academies do not have to follow the national curriculum. They are required to teach core subjects including English, maths and science and be 'broad and balanced' in curriculum.
- Maintained must follow the national curriculum and, as long as these requirements are still met, can focus on specific subjects.
- Independent are exempt from following the national curriculum. Pupils must be given 'experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education'.

University Led training

University-led courses run full-time over one year or part-time over two years. Your training will include spending time at your university or college, working with other trainees and being taught by university colleagues.

You’ll also spend plenty of time in your placement schools – a minimum of 24 weeks. This will help you develop your practical teaching skills and ability to manage and plan classes effectively.

PGCE- POSTGRADUATE CERTIFICATE IN EDUCATION

A PGCE focuses on academic theories and written work and practical learning where you are based at 2 schools.
• lectures and theory work- For example you learn about the theories behind teaching- such as how children learn.
• you attended two placements- in contrasting schools.
• you have 1 mentor at the university-
• your mentor in the school – the teacher who specialist in your subject. (drama)

Demonstrate good subject and curriculum knowledge * Manage behavior effectively and ensure a good, safe learning environment * Use relevant data to monitor progress, set targets, and plan subsequent lessons Whilst they won’t throw you in the deep end at the beginning of your placement, you’ll be expected to work up to doing the work of a full time teacher. That means making lesson plans, teaching a variety of ages, and leading a class. In addition, you may be doing work for the university side of things. Once you finish your PGCE, you’ll be known as a Newly Qualified Teacher (NQT).

School-led training

Across England there are school-led training options for graduates who want hands on training in a school. On a school-led training course, you’ll get the chance to learn on the job in at least two schools, learning from experienced colleagues and putting your new skills into practice from day one.

School Direct

With School Direct, you’re selected for training by a school or group of schools in partnership with a university or SCITT.

• You’ll also study at the university, college or SCITT they’re partnered with.
• If you’re successful in your training, you might get a job in one of the schools in the partnership.
• Graduates with around three years’ work experience (there may be exceptions for STEM subjects) might be able to train on the job, with a salary from the start.

How it works-

• In some cases, you’ll find out which school you’ll be placed in when you apply or are interviewed, but this isn’t always possible.
• There are primary and secondary places available all over England – the numbers vary across subjects and age groups, depending on the number of schools in each partnership.
• Training programs generally last one year full-time, in line with the term dates of your chosen school.
Some schools may consider part-time placements – you’ll need to approach a school directly if you’d like to be considered for a part-time placement.

**School-centered initial teacher training (SCITT)**

As a SKITT trainee you spend most of your time in school teaching pupils and learning alongside expert practitioners.

**SCITT programs are designed and delivered by groups of neighboring schools and colleges.**
- There are SCITT consortia or schools and colleges running SCITT programs all over England.
- They provide a full range of primary, middle years and secondary options.
- Often their training programmes are tailored towards teaching in the local area.
- They provide practical, hands-on teacher training programmes, taught by experienced, practicing teachers.

**How it works**

They’re taught by experienced, practising teachers, and are often tailored towards local training needs.
- You’ll usually be based in one school from the consortium – the lead school – while completing teaching practices at others in the group.
- Training programmes generally last for one academic year full-time, running from September to June. Some start earlier.

**Entry requirements**

1. You’ll need to hold an undergraduate degree awarded by a UK higher education provider.
2. You’ll need to have achieved a standard equivalent to grade C or above in the GCSE examinations in English and mathematics for applications to training providers in England.
3. If you intend to train to teach pupils aged 3-11 (early years and primary), you must also have achieved a standard equivalent to a grade C or above in a GCSE science subject examination.
4. Have passed professionals skills test in English and Mathematics.

**None academic requirement**

**Classroom experience** - Most providers ask for you to have at least two weeks’ classroom experience before you begin teacher training. While it is not essential to have this experience, it is recommended that you get some form of classroom experience.
- Try to spend some time observing and helping out with lessons in a local school before you apply.
- You can then use this experience in your personal statement, showing what you’ve gained from it and how it’s increased your motivation to be a teacher.

**Medial fitness** - training provider may send you a health questionnaire to find out about your medical fitness.
Some applicants may be asked to have a medical examination.

If you have a disability, it’s helpful if you give us full details on your application, so that training providers can try to make any adjustments you may need.

3. Declaration of criminal convictions
If you have a criminal record, it won’t necessarily prevent you becoming a teacher.

- You’ll need to disclose any criminal convictions, cautions or bind-overs, and you’ll need to agree to an enhanced criminal record check.

5. Disclosure and Barring Service (DBS) in England and Wales
This is the Government scheme that replaced the Criminal Records Bureau.
- This enables training providers to identify people who are barred from working with children and vulnerable adults.
- Check with the DBS (link is external) to see what you need to do to comply with these arrangements.

Skills and qualities for teaching
Teachers have a broad range of skills and qualities. Many of these will develop as you gain more experience in schools and working with young people. These include:

- the ability to relate to pupils and their parents/carers;
- enthusiasm for the subjects you teach;
- a depth of knowledge in the subject/age range and relevant curriculum;
- dedication and commitment;
- resilience;
- the ability to convey your knowledge to the students in an engaging and understandable way;
- patience;
- integrity;
- a good sense of humour.

[https://www.prospects.ac.uk/postgraduate-study/teacher-training/how-to-become-a-teacher](https://www.prospects.ac.uk/postgraduate-study/teacher-training/how-to-become-a-teacher)