

East of England Train to Teach event

7th December 2022

Please make sure you are on mute

The event will begin at 4.30pm



Housekeeping

- **Microphones** - on mute, please.
- **Recording the session** – please turn your camera off if you do not want to appear.
- **Chat function** – please use this for asking questions.
- **Delivery** – presentation from the East of England TSHs, then breakouts with individual providers



Role of Teaching School Hubs (TSHs)

Teaching School Hubs are designated **school-led centres of excellence for teaching and leadership training and development.**

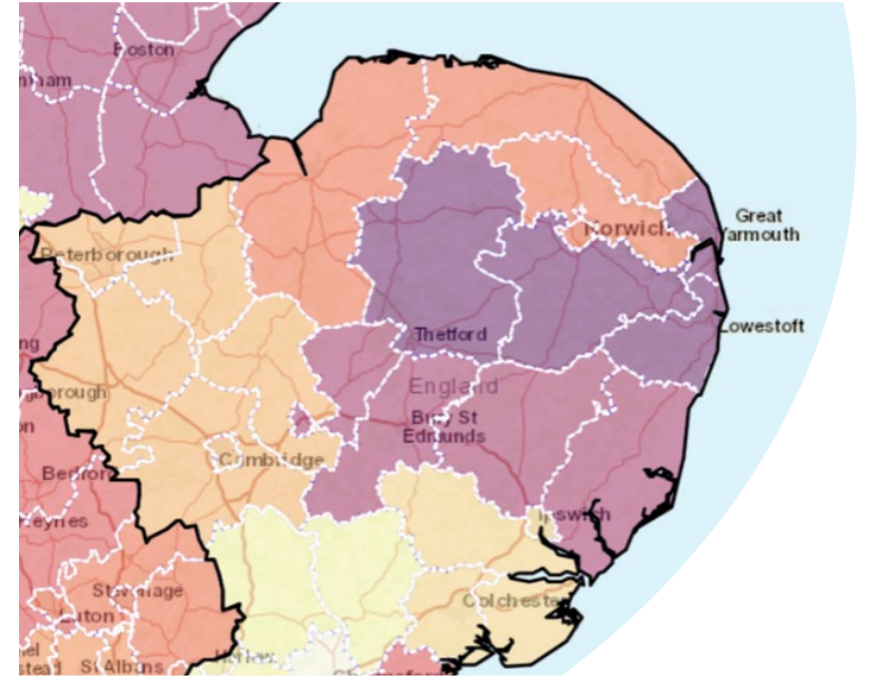
TSH play a **significant role** in delivering **school-based initial teacher training (ITT).**

Together, the TSHs represented here today cover the **East of England.**



Why teach and live in the East of England?

- Variety of school contexts
- Diverse communities
- Cities, towns & countryside
- The 'sunshine' coast
- Good transport links
- Affordable housing



What impact can great teachers have?

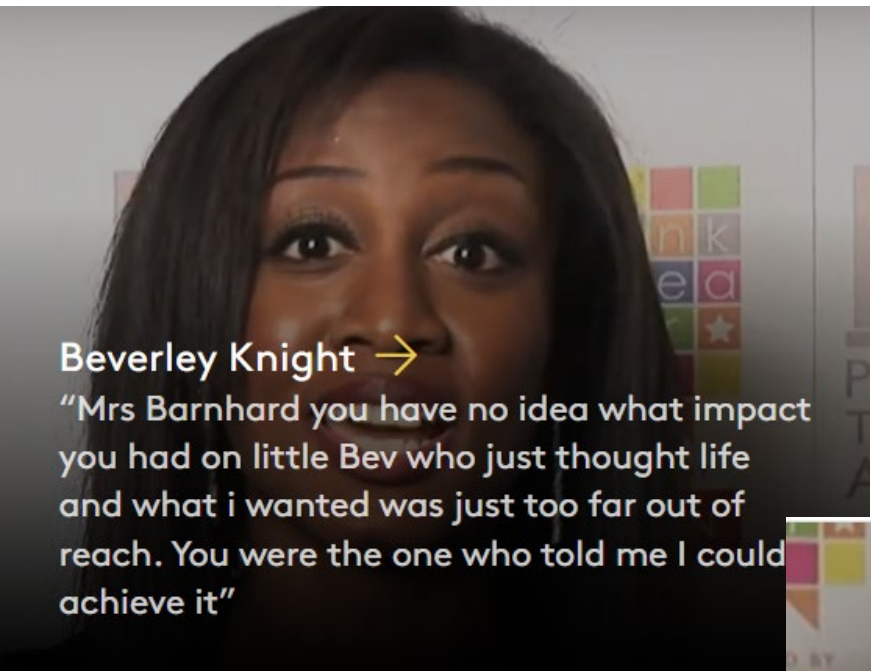


What impact can great teachers have?

- Inspire future generations to achieve
- Develop students' talents
- Maximise individual potential
- Act as role models
- Demonstrate belief
- Consistency and continuity


**GREAT
TEACHERS**
*bring out the
best in*
EVERY CHILD

What impact can great teachers have?

A portrait of Beverley Knight, a Black woman with long dark hair, looking directly at the camera. In the background, there is a colorful grid with letters and a star.


Beverley Knight →

"Mrs Barnhard you have no idea what impact you had on little Bev who just thought life and what i wanted was just too far out of reach. You were the one who told me I could achieve it"

A portrait of Nadiya Hussain MBE, a woman wearing a colorful headscarf, smiling at the camera.

Nadiya Hussain MBE →

"We didn't bake at home but my Home Economics teacher Mrs Marshall planted that seed in my head – I remember watching her at lunchtimes and being inspired to bake. Thank you Mrs Marshall! "

A portrait of Rhys Ifans, a man with light-colored hair and a beard, looking directly at the camera. In the background, there is a colorful grid and a sign that says "REPORTED BY" and "ARSON".

Rhys Ifans →

"My art teacher Alan Victor-Jones was patient and strict and left us to our own devices. Its only years later I have realised what an inspiration he was"

The Golden Thread

Initial teacher training is the very start of the Golden Thread. The 'Golden Thread' of teacher development runs through a teacher's whole career, supporting you throughout. **TSHs have a significant role in** delivering on this.



Teaching School Hubs: teacher development

Building a world class system of Teacher Development: the DfE context



Primary & Secondary Routes



Teacher training (generally)

- All courses offer **Qualified Teacher Status** (awarded by the DfE and recommended by ITT providers)
- Most courses offer a **Postgraduate Certificate in Education (PGCE)**
- Some courses have **masters** credits
- You have a **main placement** school for your training year (and a **second placement school**)
- You have an **in school mentor** who supports you throughout the course



Primary training

- Why primary?
- Early Years Initial Teacher Training (EYITT)
- Option to train in primary with e.g. mathematics
- Age phases
 - 0-5 (EYITT)
 - 3-7 (primary)
 - 5-11 (primary)
 - 7-11 (primary)



Secondary training

- Why secondary?
- Bursaries & scholarships for some subjects
- Age ranges – depend on the subjects of training
 - 11-16
 - 11-18
 - 14-19

Some have behaviour or SEND specialisms



An early career teacher's experience



How to apply - eligibility

To train with most providers in the UK, you need:

- ✓ A **degree** from a UK HEI or equivalent qualification
- ✓ **GCSEs at Level 4** (or equivalent) in Mathematics, Science and English
- ✓ The ability to **communicate clearly** in written & spoken **standard English**
- ✓ To be **fit to teach** and **DBS checked**
- ✓ **Secondary applicants** should ideally have a **degree that is 50% relevant** to the subject in which they wish to train to teach



How to apply — the DfE's portal

[Apply for teacher training -
GOV.UK \(www.gov.uk\)](https://www.gov.uk)



- DfE '**Find**' and '**Apply**' services
- Advised to check a number of things before applying

Sections on:

1. **Personal** information
2. **Contact** information
3. **Course** details
4. **Criminal** record & **professional** conduct
5. **Work history** & unpaid **experience**
6. **Qualifications**
7. **Personal statement**; "Why do you want to be a teacher?" & "Why are you suited to teach your subject(s) or age group?"
8. **Further information** e.g. disability support / interview needs

Statements

Why do you want to be a teacher?

- What is it about children's learning that appeals to you?
- Motivation for training to teach now
- Particular reference to any experience working in or observing lessons in schools

Why are you suited to teach your subject(s) or age group?

- What appeals to you about teaching this subject / age group?
- Relevant transferable skills or experiences
- Demonstrate knowledge of the subject (e.g. national curriculum)

It is my work with the Escape Animal Sanctuary during my gap year that has driven me towards wanting to teach. Being one of two Conservation leaders has developed transferable skills for teaching. I have worked with the animal sanctuary schools project where I have gained skills such as having the confidence to talk to schools to deliver an assembly. Working with a team of volunteers has prepared me for working in a Secondary school where I have worked with a range of people to identify different personalities, strengths and weaknesses. Some of the people that I work with need support and guidance when it comes to confidence and I feel that my personal and understanding manner has enabled them to flourish and this is what I would look for in teaching pupils.

What I look for is this:

1. Is it clear why they want to teach and what they can bring to the classroom
2. Do they seem to like working with children (experience etc.)
3. Are they interesting - experience, hobbies (what else can they bring to the role?)
4. Do they know what is involved in being a teacher (experience, ideas of what it is like)

I have always wanted to become a physical education teacher. I have a drive and passion for sport and in every sport I have ever played I am determined to succeed to achieve my goal. Teaching is my goal because I have a real desire to educate students in sport and have a real impact in contributing to their future careers.

I am a graduate of Loughborough where I have played basketball at a National Level. I am currently working in a private school as a teaching assistant where I have been seconded to the PE department to run after school clubs, planning lessons to cover staff and dealing with pastoral issues. I understand the need for differentiated lessons to allow all children to progress at all key stages in particular with pupils with SEND.

I have a passion for a range of sports including basketball, trampolining and cheerleading. I helped run a cheerleading club whilst at University. This gave me a strong foundation for teaching as I am able to control large numbers of children by using verbal clues and communication.

During my studying at University I spent some time working with a Primary school where I had the opportunity to lead physical education lessons. Following this I continued to volunteer at a local state Secondary School where I assisted with netball to key stage three and 1 to 1 GCSE revision lessons. I continued to work as a teaching assistant for the PE staff and I have contributed to schemes of work.

I have a good understanding of assessment in PE and I am able to adapt my lessons around the national curriculum. I am looking forward to learning more about the curriculum to complete my SKITT/PGCE.

Subject Knowledge Enhancement (SKE)

- A provider may make undertaking an SKE course a condition of your offer because they view that you need to increase your subject knowledge.
- Vary between 8 and 28 weeks; full time or part time.
- Can be completed alongside ITT courses but must be completed before QTS can be recommended and awarded.
- Online & face to face or a mixture of both.
- SKE funding can be used to refresh language skills in an additional language.
- Programme costs are funded up to £200 a week per participant. Bursary funding is £175 per week per participant.

Some things to consider...

There are many routes into teaching. It is important to pick the **right course** and **training provider** for you. Consider the following:

- What **age range** do you want to teach?
- Do you need a **salary**?
- Can you train **full time**?
- Do you want to gain a **PGCE** or **masters** credits?
- How far can you **travel** to train?
- Do you want to **specialise** e.g. in early years?

- Talk to providers
- Organise School Experience Visits
- [Get school experience - Get school experience - GOV.UK \(education.gov.uk\)](https://www.gov.uk/get-school-experience)
- Ask local schools who they work with
- Speak to previous trainees if you can



Now Teach

A network of career changers in teaching

Now Teach is a national independent charity, funded by the Department for Education to support career changers in teaching.

We work alongside schools and training providers to offer additional bespoke support designed to smooth the transition from your old career to your new one.

Our members tell us that they benefit from the networking, community and support, around varied challenges, needs and opportunities common to people who have had a successful career outside the education sector and are moving into a very different world

[Hear from some of our members](#)



Now Teach

A network of career changers in teaching

Now Teachers have access to :

The Two-Year Career Change Programme:

For the first two years Now Teachers have a dedicated Programme Manager. They are the first point of contact and work alongside training providers and schools to help access the full package of support available. More information on this is available [here](#)

The Now Teach Network:

The Now Teach Network is the member-led national community of over 500 Now Teachers. Now Teachers build relationships with other career changers and remain part of the network for as long as they are teaching, supporting each other to develop their careers and use their skills and experiences from a diverse range of sectors for the benefit of schools and students who need them most. More information [here](#)

Please contact Rachael.Kaykobad@nowteach.org.uk to arrange an informal chat to find out more

Currently we are only funded to support trainees in Secondary subjects



Introduction to the Providers of Teacher Training in the East of England

Jo Palmer- Tweed

Chair of the ITT Network for the East of England



East of England
Regional Network for ITT

- ★ **A large number of providers to choose from**
- ★ **Providers work collaboratively... you'll always get a high quality programme.**
- ★ **Programmes in a wide range of areas across the region**
- ★ **All providers are happy to speak to you outside this event so do check out their websites and make contact.**

Next session

The following people should stay in the main meeting:

- Non-UK candidates
- Shortage subjects for secondary (chemistry, computing, mathematics, physics, biology, design and technology, geography and languages (including ancient languages))
- People interested in other subjects and phases can now leave the main meeting and join one of the specific ITT provider sessions (**see chat or email**)
- **Two sessions: Session 1 - 5.15-5.35pm and Session 2 - 5.40-6.00pm**



STEM Lesson Resources

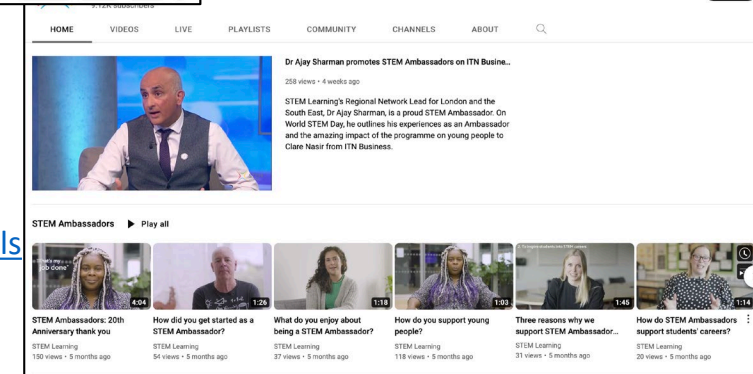
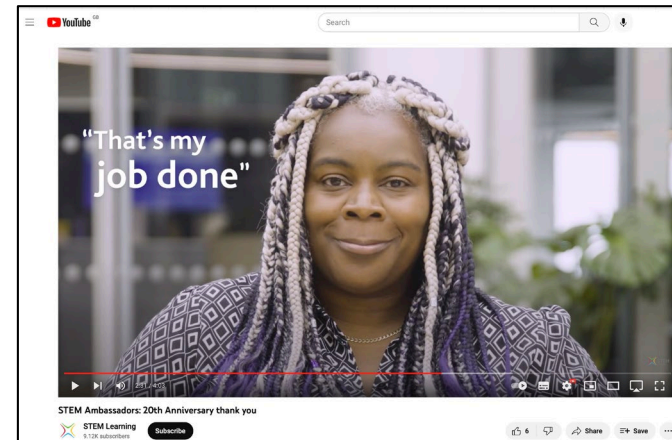
There are lots of helpful resources through the the STEM community to help new and existing teachers when planning their lessons and bringing learning to life!

- STEM Resources <https://www.stem.org.uk/primary/resources>, and https://www.stem.org.uk/resources?gclid=EAlaIqobChMIm_nYxoDn-wlVGOztCh36OAFrEAAyASABEgJ1vD_BwE
- Space related support <https://www.stem.org.uk/esero>
- STEM Ambassador support <https://www.stem.org.uk/stem-ambassadors>
- Primary Explorify resources <https://explorify.uk/en/activities>
- STEM Community <https://community.stem.org.uk/home>
- STEM Videos: <https://www.youtube.com/STEM-learning>

STEM Careers resources

Teachers play a significant role in getting/influencing young people into the STEM careers of the future

- <https://www.stem.org.uk/resources/community/collection/448547/videos-promote-careers-stem>
- <https://www.stem.org.uk/resources/community/collection/448544/posters-and-flyers-promoting-careers-stem>
- <https://www.stem.org.uk/resources/community/collection/448548/career-profiles-and-interviews-stem-professionals>
- <https://www.stem.org.uk/resources/elibrary/resource/482786/teachers-guide-linking-careers-stem-curriculum>



What next?

- If you have attended the shortage subjects or Non-UK session you can now go to one of the ITT providers session in the second slot **(5.40- 6.00pm - see chat for links or check your email)**
- Online evaluation form will follow after the event

