Application and Selection Information – 2020/21

1. Establish that you are eligible to apply.

If you want to apply for a fee paying training place, do you have:

- A UK honours degree or a NARIC recognised equivalent qualification at 2.2 or above?
- For primary trainees, do you have a minimum of GCSE Grade C or 4 or above in English, Mathematics and Science?
- For secondary trainees, do you have a minimum of GCSE Grade C or 4 or above in English and Mathematics? NB a minimum of GCSE grade C or 4 in Science is required for Mathematics, Chemistry and Physics applicants.

If you want to apply for a salaried place with us, do you have:

- A UK honours degree or a NARIC recognised equivalent qualification at 2.1 or above?
- Paid work experience for a period of at least 2 to 3 years?
- A minimum of GCSE Grade Cs or 4 or above in English and Mathematics (and Science for primary entrants)?
- (Secondary) a minimum of GCSE Grade Cs or 4 or above in English and Mathematics? NB a minimum of GCSE grade C or 4 in Science is required for Mathematics, Chemistry and Physics applicants.
- A strong understanding of the subject you wish to teach? Remember, you may be eligible for a Subject Knowledge Enhancement course.

All applicants will be required to confirm that they have the health and physical capacity to start training.

2. Professional skills tests have been replaced.

You no longer have to pass the literacy and numeracy skills tests before you start a teacher training course. These tests have been replaced. However, all teachers are expected to be competent in fundamental English and Maths skills by the completion of ITT. As well as taking account of current qualifications of applicants, an initial basic skills test will form part of the ITT interview process. Any work to address deficiencies should be taken by the trainee in addition to what is covered in the ITT programme. Please see link to our selection process.

3. Make your written application.

When you submit your application via the UCAS Teacher Training portal, you will need to write a personal statement. You need to make a big impression, but the space on the form is limited, so use it wisely!

A good statement should highlight your personal strong points and how you can bring these to teaching. There’s no ‘one size fits all’ approach, so you should avoid empty clichés or generic statements that don’t say something about you as an individual.
On your personal statement it’s a good idea to cover key points such as:

- your reasons for wanting to teach, and more specifically, why you will enjoy teaching your chosen subject and/or age group. What qualities do you have that will work well in the classroom?
- your understanding of the rewards and benefits of becoming a teacher
- how any previous study or work experience relates to your chosen subject or age group. Make sure you give examples of what you have learnt from your experience, and how it could have a positive effect on your teaching
- what you have learnt as a result of any school placements or experience about teaching and learning. Remember, you don’t need to list these in your personal statement, there’s space elsewhere on the form for this
- how you have benefited and learnt from any other experience you may have of working with children or young people eg running a youth group or sports club.

Berkshire Teaching Alliance wants to recruit high calibre candidates who have the values, qualities and attributes needed to meet national Standards for Teachers and become outstanding teachers, with the drive and motivation to succeed in our schools. We are looking for candidates who:

- demonstrate a passion for working with young people and know why they want to teach
- have a positive outlook; are highly motivated and able to sustain working hard over time
- have a commitment to making a difference to the lives and development of young people
- are patient and adaptable
- have good interpersonal skills
- are friendly and approachable
- are personally excited about learning
- are creative and imaginative

Remember to provide plenty of evidence of your skills and qualities. Communication, motivation, organisation, creativity, responsibility and reliability are all important skills for teachers – so offer examples of times when you have successfully demonstrated your ability in these areas.

School Experience

It is helpful if you’ve had some school experience before you apply to train with us, but this is not essential. If you would like to gain some experience in our schools, contact us and we’ll arrange this. Please note a Disbarring and Closure Service check may be required.

Selection Process

If you are invited to our selection process the first round of interviews will be held in November.

Our selection process consists of:

- A short presentation to an interview panel
- A written task
- An initial basic skills assessment test
- Interaction with pupils / students
- A formal interview
Berkshire Teaching Alliance (BTA) is a well-established Schools Direct Provider in the Reading and West Berkshire area. We have both salaried and fee paying training places available in our primary and secondary programmes.

Across our alliance of schools, we have a proven track record of successfully training, and employing, teachers. As a growing teaching alliance we’ve utilised all the expertise in our schools to create our own unique initial teacher education programme.

Our lead school is an outstanding cross-phase special school and all of our partner schools are rated as outstanding or good, which means you will learn directly from our skilled practitioners.

We passionately believe in a 'grow your own' philosophy. When you train with BTA we believe that we are investing in your development and while we cannot guarantee a position at the end of your training course, we have a strong track record of employing our trainees. When you train with BTA, we see you as our future - our future teachers, future colleagues and future school leaders.

Our programme will give you the tools you need to do the job well so that you can meet the needs of all your students. Your training programme with BTA is rooted in learning how to teach and manage behaviour effectively in your classroom. Our central training will boost your already strong subject knowledge in your chosen area(s) and ensure that you understand children's developmental stages and how this influences the way the children and young people learn. Our training programme is both practical and innovative, making full use of evidence based teaching strategies to help you progress rapidly. Uniquely, with BTA, you can experience teaching across several educational contexts and phases, preparing you for success in primary or secondary mainstream or special school settings.

BTA's strong moral compass underpins everything that we do. We believe that every child, regardless of ability or background, can succeed. If you feel this way too, then our programme will be the right one for you.

Choosing BTA as your training provider means that:

- You will become part of a community committed to one another and to achieving the best for every young person we care for.
- You will enjoy excellent facilities in which to learn, supporting your development as a practitioner.
- You will have opportunities to take part in a wide variety of professional development activities and access to our Learning Resource Centre and Library.
- You will work with the highly regarded Oxford Brookes University as our partner HEI provider.
- You will have the option to gain either Qualified Teaching Status (QTS) or a Post Graduate Certificate of Education (PGCE).
- You will, by the end of your training, assume a leading role in planning and delivering learning, although you will not have sole responsibility for learners until you gain QTS.
- You will have a trained mentor who will guide your learning and provide support and continuity across placements.
• You will benefit from placements in contrasting settings and phases; learning to become part of a
team and developing your skills to a high level to become an effective teacher.
• You will learn how to reflect critically on your practice so that you are able to meet the needs of
learners effectively and progress quickly in your career.

ABOUT THIS TRAINING PROGRAMME

Our Programme
You will gain Qualified Teacher Status with the option to gain a Post Graduate Certificate of Education
as a qualification. Our training programme enables you to teach either in a mainstream primary school,
a mainstream secondary school or a special school. Whichever route you decide, you will be based
either in our lead special school, lead secondary or lead primary school or one of our partner primary
or special schools, where the majority of your training will take place. All our training schools are located
around the M4 corridor, close to Reading and Newbury with good rail links.

We begin with a series of induction days so that you can meet your fellow trainees and be introduced
to key components of your training. For example, all our trainees have the opportunity to develop their
skills in contrasting settings and across different age groups. You'll be allocated a 'host teacher'
(mentor) who will have a leading role in coaching and training you on your journey to gaining QTS.
Your 'mentor' will be highly experienced and specifically trained to undertake this important role with
you.

As a trainee teacher, most of your training will be 'real-time' in classes, supplemented by regular
focused time out of class for specific aspects of your learning. The majority of our trainers are excellent
teachers in our alliance schools.

For more information please visit our website:  www.berkshireteachingalliance.co.uk.

Preparing to teach in a special school
A career teaching children and young people with special educational needs and disabilities (SEND)
is exciting, fascinating, challenging and ultimately rewarding. If you wish to train in the Reading area,
you may be placed at Brookfields School or Addington School, both in Reading, or at Kennel Lane, all
of which have been judged by Ofsted to be 'outstanding' schools. We also partner with Manor Green
School in Maidenhead, judged by Ofsted to be 'good'. In order to gain 'QTS', it is a statutory
requirement  to train to teach in a mainstream primary school, therefore you will also benefit from a
placement in one of our partner mainstream primary schools as part of our programme.

We will train you how to use teaching and learning strategies, based on current research and
outstanding practices, for all types of special needs and disabilities across the 2-19 age group. All our
trainers are outstanding practitioners and experts at the forefront of special education nationally. They
bring a wealth of specialist knowledge in teaching strategies, behaviour management, curricula, and
pedagogy for this group of children.

Salaried and fee paying training places are available. Successful salaried trainees will be paid a training
salary in line with the expectations of the Schools Direct programme.

Through our partner Oxford Brookes University, you will gain QTS to teach in a mainstream primary
school, with the option to gain PGCE as a qualification. For more details regarding course content,
please see our website:  www.berkshireteachingalliance.co.uk
Preparing to teach in a mainstream primary school
Our training programme enables you to teach in Key Stages 1 and 2 (5-11 years). Our lead primary school is Theale C of E Primary School, an outstanding 3-11 Church of England primary school, with an ASD resource base. Theale is also a nationally designated ‘Teaching School’ which means that they regularly support the professional development of trainee teachers and teachers. Although some trainees will be placed in other partner primary schools, all are ‘good’ or ‘outstanding’ with a strong background in training teachers. Our schools have an ethos and learning culture which results in positive happy children, who love to learn, supportive parents and governors. We are confident that you will enjoy being part of the team in our schools.

As part of your course, you have a longer placement in your host school in your preferred Key Stage and a second placement in another primary mainstream school, in a contrasting age range, for approximately six weeks. However, like all our trainees you will spend time in our lead special school to learn and develop your skills in the field of SEND. You will also have the opportunity to spend time in our lead secondary school. In this way you will see first-hand how children and young people develop, as well as learning directly from a broad range of our staff in all three settings.

Before you begin training we get to know you and find out which areas of the curriculum or teaching that you feel confident in and those where you’ll need support. We then devise a personal training plan to run alongside our overall training programme. You'll spend the majority of the time learning from your mentor in your host school but we make sure that there are lots of opportunities for you to see other experienced teachers in action and to attend our central training, where we give your subject knowledge and confidence a boost. You’ll also have time to meet up with your fellow trainees there. Your trainers and mentors are highly experienced practitioners working in our partner primary schools as well as experienced SEN practitioners from our lead Special school.

Salaried and fee paying places are available. Successful salaried trainees will be paid a training salary in line with the expectations of the Schools Direct programme.

Through our partner Oxford Brookes University, you will gain QTS to teach in a mainstream primary school, with the option to gain PGCE as a qualification. For more details regarding course content, please see our website: www.berkshireteachingalliance.co.uk

Preparing to teach in a Secondary School
Your career teaching children in a secondary school will be varied, exciting and rewarding. We believe that all of our students deserve a high quality learning experience and we strive to enable the potential of all of our children by always expecting the best.

You will be placed at Denefield School in Reading, graded by Ofsted as a Good school with Outstanding features and a partner secondary school for your second placement. You will be trained in teaching and learning strategies to meet the needs of a diverse body of young people with ages ranging from 11-18 and you will have regular training visits to both our partner primaries and special school. We will combine the outstanding practice of our teaching experts with extensive current research bases to ensure that you develop the skills and attributes necessary to be a great teacher.

We will provide you with a bespoke training package which utilises the expertise of our alliance’s secondary colleagues. This combined with best practice from primary and special schools in our alliance will ensure that you develop a wide understanding and knowledge of both teaching and child development.
Through our partner Oxford Brookes University, you will gain QTS to teach in a mainstream secondary school, with the option to gain PGCE as a qualification. For more details regarding course content, please see our website: www.denefield.org.uk or visit www.berkshireteachingalliance.co.uk

Salaried and fee paying training places are available. Successful salaried trainees will be paid a training salary in line with the expectations of the Schools Direct programme.

PGCE
For trainees wishing to gain PGCE, Oxford Brookes University (OBU) will deliver your training flexibly over ten sessions during your training year with us. OBU are highly successful in training teachers.

Assessment
PGCE module will be assessed by Oxford Brookes University.

Ongoing assessment of trainees for QTS will be conducted by the host school, verified and moderated by external assessors from Oxford Brookes University.

ABOUT THIS TRAINING PROVIDER

Accommodation
There is a range of accommodation available for rental locally. We can provide comprehensive advice and contact information for local agents.

Child Care Facilities
On site nursery facilities available at one of our partner schools.

Disability Access
All our sites are accessible. All schools in our partnership are committed to providing access for all.

Public Transport
Partnership schools are close to M4 junctions 12 and 13 and there are excellent bus, train and road links from London, Hampshire, Newbury, Oxford and Swindon.

Special Features
A dedicated member of staff to manage the ITT programme and provide excellent advice and support.

Student Life
Reading has a vibrant student community with excellent facilities such as The Oracle, theatres, cinemas and numerous restaurants and bars. Easy access to London within 30 minutes.

Study Facilities
Resource centres available in the lead schools.

Where to Find Us
All our schools are in the Berkshire area served by excellent road and rail links from Reading in the East to Newbury in the West. For more information about our partner schools visit our website.

ENTRY REQUIREMENTS

Entry Requirements for fee paying training in mainstream primary and all age special school
A UK honours degree or a NARIC recognised equivalent qualification at 2.2 or above.
Grade C or 4 or above in GCSE English, Maths and Science.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Entry Requirements for salaried training in mainstream primary and all age special school
A UK honours degree or a NARIC recognised equivalent qualification at 2.1 or above.
Paid work experience for a period of at least 2 to 3 years.
Grade C or 4 or above in English and Mathematics and Science.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Evidence of classroom experience is desirable but not essential.

Entry Requirements for Secondary School

English: Salaried positions are available  
2:1 degree and excellent subject knowledge.
Grade C or 4 or above in GCSE English and Maths.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
It is desirable, but not essential, that the trainee could also offer some experience of Drama and Media.
Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
2 to 3 years’ experience in a work place is desirable. It is also desirable that applicants have classroom experience.

History: Fee paying training (bursaries of £12,000 are available for suitable candidates)  
2:1 degree is desirable. 2:2 degree will be considered
Grade C or 4 or above in GCSE English and Maths.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.

Chemistry: Fee paying training (bursaries of £26,000 are available for suitable candidates)  
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English, Maths and Science.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. It is desirable, but not essential, that the trainee could also offer some experience of Biology or Physics. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.

Physics: Fee paying training (bursaries of approximately £26,000 are available for suitable candidates)  
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English, Maths and Science.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. It is desirable, but not essential, that the trainee could also offer some experience of Biology or Physics. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.
Maths: Fee paying training (bursaries of £20,000 are available, with 2 additional early-career payments of £5,000 for suitable candidates)
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English, Maths and Science.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. It is desirable, but not essential, that the trainee could also offer some experience of Physics. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.

Computing: Fee paying training (bursaries of £26,000 are available for suitable candidates)
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English and Maths.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.

Geography: Fee paying training (bursaries of £26,000 are available for suitable candidates)
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English and Maths.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.

Design and Technology: Fee paying training (bursaries of up to £12,000 are available for suitable candidates)
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English and Maths.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.

Art and Design: Fee paying training
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English and Maths.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.
Music: Fee paying training
2:1 degree is desirable. 2:2 degree will be considered.
Grade C or 4 or above in GCSE English and Maths.
All teachers are expected to be competent in fundamental English and Maths skills.
Ability to communicate clearly in both spoken and written English.
Excellent subject knowledge. Subject Knowledge Enhancement courses may be offered to the right candidate to support gaps in knowledge or a transition to teaching.
Evidence of classroom experience is desirable, but not essential.

WHAT ARE WE LOOKING FOR?

Our Requirements
• A passion to educate children of all abilities
• Confidence, presence and an ability to engage children
• Excellent organisational skills
• Excellent oral and written communication skills
• A clear commitment to working as part of a professional team
• Skills to think critically and accept and act on guidance and advice for development
• Commitment to excellence in education
• Ability to meet the demands of the training programme
• Some knowledge of current educational issues and evidence of classroom experience

HOW WE SELECT OUR TRAINEES

Your Application
In your application you will need to demonstrate your suitability to join this route into teaching and your passion for educating children and young people. Our partner Oxford Brookes University checks all applications to confirm that entry requirements are met. Those shortlisted will be invited to a selection process.

Selection Process
You will be required to:
• Deliver a short presentation to a selection panel
• Complete a handwritten task
• Complete an initial basic skills assessment test in English and Mathematics
• Lead a learning task with a group or class of pupils
• Attend an interview

During the selection process your suitability for this course will be assessed, as well as your ability to communicate clearly, engage with an audience and interact with children and young people.

References and checks
We require a minimum of two references: one should be your current employer OR an academic reference if you have left higher education within the last 5 years.

You will be required to:
• Provide original certificates or certified copies of your relevant qualifications.
• Provide proof of identification: valid passport/EU identity card OR driving licence photo card.
• Undertake an enhanced DBS check to verify your suitability for working with children/young people.
Funding Guide For Schools Direct

Salaried

- The alliance recruits you as a trainee teacher. You are then employed by your main placement school as an unqualified teacher for the duration of your training.
- Salaried places are aimed at highly qualified career changers who are already in the work place. They are only available if you have 2 to 3 years work experience in any field.
- Primary and SEN salaried places are paid on point 1 of the unqualified teachers scale, currently £17,208.
- The cost of your training to achieve QTS is paid for by your placement school. If you wish to undertake a PGCE, then you will need to self-finance this.

Fee Paying Training

For trainees who wish to pay for their own training, we offer:

- QTS – This qualifies you to teach as a teacher in the UK only and costs £7,250.
- PGCE – This qualification includes QTS and can enable you to teach abroad where applicable. This costs £9,250.
- You can apply for a tuition fee or maintenance loan to cover the cost of both of these options and you can find more details at https://getintoteaching.education.gov.uk/funding-and-salary/overview/postgraduate-loans
- For Secondary trainees in History, Maths, Chemistry, Computing, Geography, Design Technology and Languages, Scholarships / bursaries are available. Generally, these range from £12,000 to £26,000, depending on the subject.
Oxford Brookes University

PGCE: module information

The Excellent Practitioner

This module aims to support the trainee in identifying and developing the key skills and attributes necessary to become an excellent practitioner. The module has two key underlying themes. Firstly, being reflection: What is reflection? How and why do teachers reflect? How can reflection improve teaching and learning? Secondly, being critical: What does it mean to be critical? How are teachers critical practitioners? How does being critical improve teaching and learning?

The vehicle for exploring these themes, and developing the skills of reflection and criticality, is studying what constitutes excellent classroom practice.

This module will enable trainees to identify and develop the skills and attributes associated with excellent teaching. This will be of essential benefit for their educational studies and future careers as classroom practitioners. This aim is supported by developing academic literacy skills that allow trainees to (a) develop skills of analytical reading to enable the future practice of the trainee to be intelligently informed by initiatives, research and theory; and (b) write reflectively and critically to a high academic standard.

The module also provides the foundational understanding in academic research skills and practice that will be built upon in the modules, Key Themes in Teaching and Learning, and Supporting Evidence Informed Practice.

Topics include:
- Deconstructing excellent teaching
- What is reflection? How and why do teachers reflect? How can reflection improve teaching and learning?
- Writing critically - the reflective journal
- Understanding learning and supporting pupil progress
- What does it mean to be critical? How are teachers critical practitioners? How does being critical improve teaching and learning?
- Reading and writing criticality – evaluating pedagogy

Key Issues in Teaching and Learning

This module will enable trainees to consider objectively a number of issues and themes around teaching and learning in their chosen age-phase. Teaching activities will support students in challenging assumptions and viewpoints, understanding the notion of positionality, and presenting critiques and arguments (orally and in writing). These skills, and the issues and themes studied, will be of essential benefit for their future careers as classroom practitioners. Potential issues and themes include: the role of globalisation in the development of policy and curricula, selective education, developing pupils as instructional resources for each other, deployment and impact of teaching assistants, continuing professional development and marking.
Supporting Evidence Informed Practice
This module enables the developing practitioner to improve their own teaching, and the learning of their students, through studying the role and importance of research in education. It provides trainees with grounding in the approaches, issues and debates surrounding educational research. Students will have the opportunity to apply the understanding and skills developed through the module, The Excellent Practitioner, and undertake focused research and scholarship into an area of their interest. The focus of the research will reflect the trainee’s choice of pathway/age phase. In addition to the level 7 expectations within taught sessions, this module is distinguished from its level 6 counterpart by its expected assessment preparation hours and the length and complexity of its assignment.

This module enables you to draw upon your skills as a reflective and critical practitioner and undertake in-depth study of a chosen area of education. It also supports you in developing a wider understanding of the role and importance of research in education. The module has been designed to complement, and build upon, The Excellent Practitioner and Key Issues in Teaching and Learning.

The taught lectures and seminars take place at the beginning of the module. These are designed to help you conceptualise and frame your individual literature-based assignment. After that it is over to you! To make the most of this module, and the opportunity it presents for supporting your evidence informed practice, you will need to use the multiple independent study sessions to develop, explore and refine your ideas and research. This will support you in constructing an excellent assignment.
BTA Primary Mainstream and Specialist SEN Programme

Outline

Overview:
- You will be placed with a 'mentor' and class in a host school for much of the academic year. You will also spend a minimum of six weeks in a contrasting placement. For those on the SEN specialization route the ‘second placement’ has to be in a mainstream setting. Our handbook sets out key elements for school based training and experiences. Your mentor has a leading role in shaping your day to day training experiences. However we also provide a variety of ‘core training’ which is out of school. We ask that you attend all training and school based experiences on a full term time basis.
- A large part of your learning and development is based on professional dialogue and 1-2-1 feedback. Therefore you will need to have a willingness to learn in this way. This enables you to become a reflective practitioner able to evaluate on-going progress and development accurately. This aspect forms part of on-going assessment.
- As part of your overall assessment to enter the teaching profession, you are expected to keep samples of key evidence to help demonstrate your learning, and progression of your teaching skills towards meeting the DfE’s Teachers’ Standards.
- For those on the PGCE route, there will be a number of assignments through the course. For all trainees we ask you to carry out some additional research / reading to support the development of your subject knowledge and awareness of pedagogy.
- In order to enable you to develop specific areas of expertise or interest, you will have the opportunity to have short placements at lead or partner schools beyond those listed.

Important information about core training:
- We provide you with optional pre-course learning tasks (salaried trainees must complete) and subject knowledge audits. This will help you be fully prepared and helps to ensure that your school based training is tailored to meet your needs.
- We provide subject knowledge training for all primary trainees which includes: Phonics, reading, writing, grammar, punctuation and spelling, Mathematics, Science and PE as well as other areas.
- All of your core training is led by expert practitioners, linked to current research and national requirements.
- All PGCE students attend additional training. See separate information sheet.

Pre-course Induction days (usually July and sometimes early September)
Day 1: Course outline and expectations for life in school.
Day 2: Safeguarding training (including ‘Prevent’), developing yourself as a reflective practitioner. Establishing a teacher presence.

We provide you with:
- An essential reading pack e.g. key policy documents from your host school and other core reading for preparation and support throughout the programme.
- Trainees complete subject knowledge audits / learning tasks.
- A host school and mentor
### Term 1

**Placement in host school** (begins on 1\textsuperscript{st} September 2020 with a training day. All trainees must attend)

**School based. Key learning areas for this term**

- **Induction to your school (TS 8 & Part 2).** Getting to know your mentor and placement class. Training on Child Protection and Prevent. Help to get you established and involved in the life of the school.
- **Observing teaching and learning (TS2, 3, 4 & 6)** and starting to team teach as well as planning learning and lessons jointly with your mentor.
- **Management of learning (TS4, 7 & 8).** Helping you to see how lessons and behaviour are organised and positively managed so learning is effective.
- **Assessment (TS2, 4, 5 & 6):** What data is collected and how this relates to your class and used to inform planning.
- **Communicating with parents (TS8) **Attend a parents evening.
- **Weekly progress and next steps meeting with your mentor.**

**Out of class core training (all trainees). Key areas:**

- Subject knowledge (Maths / English) and pedagogy e.g. how to plan a lesson and organise learning
- ICT – coding and e-safety
- Creating a positive learning culture and engaging pupils effectively
- Safeguarding - How to recognise and tackle extremism and radicalisation
- Introduction to SEN
- Trainee network meeting

**Additional training for SEN trainees:**

- Management and Planning for SEND
- Teaching Communication
- Mental Health First Aid

Progress report by host school

### Term 2

**Placement in host school continues.**

**School Based Training. Key learning areas for this term:**

- **Observing teaching and team teaching continues.** You will now be teaching for about 50\% of the teaching week.
- **How to manage behaviour positively and effectively. (TS7)** How to deal effectively with potential confrontation or diffuse conflict.
- **Planning and teaching well structured lessons (TS4)** including homework and working with support staff effectively.
- **Developing stronger subject knowledge (TS3)** and accurate and productive use of assessment (TS6) so you know how to design and plan correctly ‘pitched’ learning.
- **Adapting teaching (TS5 & 7)** in order to respond to the strengths and needs of different pupil groups, including disadvantaged pupils. Learn about the role of specialist staff and how to overcome barriers to learning.
- **Gain an understanding of how children develop through your observations in other age ranges. (TS5)**
- **Weekly progress and next steps meeting with your mentor.**
Out of class core training (all trainees). Key areas:
- Subject specific knowledge and connected pedagogy and assessment (Maths, English, Science, SEN, PE)
- Preparation for 2nd placement
- Trainee network meeting

Additional training for SEN trainees:
- Teaching PSHE, SRE and PSD
- Positive behaviour management, proactive strategies
- Meeting the needs of ASD pupils
- Sensory processing and teaching communication

Assessment point 1 – Led by our HEI partner.

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<td></td>
<td>School Based Training. Key learning areas for this term:</td>
</tr>
<tr>
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<td>Teaching practice (TS4, 3 &amp; 1): You will now teach for about 60% of the teaching week; designing and delivering sequences of lessons more independently in a range of subjects.)</td>
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<td></td>
<td>Assessment (TS2 &amp; 6): Widening your repertoire of assessment skill, such as how to carry out in-depth evaluation of learning. We’ll show you how to differentiate learning for different pupil groups. (TS5)</td>
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<td></td>
<td>How schools support SEN pupils and vulnerable pupils. (TS1, 5 &amp; 8)</td>
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<tr>
<td></td>
<td>Communicating with parents and carers. (TS8)</td>
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<td></td>
<td>Weekly progress and ‘next steps’ meeting with your mentor.</td>
</tr>
</tbody>
</table>

Out of class core training (all trainees). Key areas:
- Subject knowledge (English, Maths, PE)
- Meeting the needs of pupils with English as an Additional Language and Ethnic Minority pupils
- Applying for jobs as an NQT and interview techniques
- Trainee network meeting

Additional training for SEN trainees:
- Sensory processing
- Cognition

Progress report from host schools.
NB second placement may begin at the end of T3

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Second placement school (All SEN trainees in mainstream placement)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>School Based Training. Key learning areas for this term:</td>
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<tr>
<td></td>
<td>Learning, teaching and assessment:</td>
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<td></td>
<td>Induction to your second placement school (TS 8 &amp; Part 2) and getting to know your mentor and placement class. Receive ‘safeguarding’ training in your new school. You’ll be supported with getting involved in the life of your new school.</td>
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<td>Teach for approximately 65% of the teaching week. Further coaching to help you assume a leading role in planning learning in a range of subjects and setting homework in a different age range and context. (TS8, 4 &amp; Part 2)</td>
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<td></td>
<td>Observations of experienced staff and your mentor continue.</td>
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</tbody>
</table>
• How to use a range of assessment skills and subject knowledge so you can adapt teaching during lessons, enabling you to predict and deal with misconceptions effectively. (TS5,7,4 & 3)
• Meeting the needs of able learners so you can confidently challenge more able learners.
• Different ways to deploy support staff so that learning is maximised. (TS8, 2,4 & 6)
• Assessment: More on how to evaluate on-going learning in lessons and provide developmental feedback. Coaching on marking and assessing learning and understanding requirements for national assessment and testing.(TS2 & 6)
• Contribute to a parents evening / information event (if appropriate) with support from your mentor. (TS8, 2 & 6)
• Weekly progress and next steps meeting with your mentor.

Out of class core training (all trainees). Key areas:
• Meeting the needs of able learners
• ICT and e-safety
• Assessment
• Trainee network meeting.

Assessment point 2 – Led by our HEI partner

Terms 5 and 6
Trainees return to main placement school. Your teaching commitment increases substantially (around 80%) and the number of core training days decreases.

School Based Training. Key learning areas for this term:
• Teaching and Learning you will assume the leading role (with continued coaching) on all aspects of planning and leading learning in a range of subjects (including homework and deploying support staff). Some observation of other teachers continues.(TS1, 3, 4 & 8 & Part 2)
• Assessment: Assume the leading role in assessing and marking on-going learning in your class, so that learning experiences effectively meet the needs of varying abilities and pupils make good progress. More coaching on marking, assessing and moderating learning with other teachers using national benchmarks.(TS2, 6 &5)
• Working with Parents: Learning how to structure information for a consultation evening and contributing to written end of year reports. (TS8,2 & 6)
• Weekly meetings with your mentor continue.

Additional training for SEN trainees:
• Two week placement to learn how to understand and meet the needs of pupils with PMLD and complex needs
• Understanding ECHPs and Annual Reviews
• Working with families / carers and other professionals
• SEN 14-19 curriculum

Progress report from host school

Term 6
As above
Final Assessment - Led by our HEI partner.
Final Core Training – Induction to life as an NQT.
Theale Church of England Primary School is the Teaching School in Berkshire Teaching Alliance and the lead primary school for ITT. We work in close collaboration with Brookfields Specialist School (lead ITT School) and Denefield Secondary School. This means that you can experience life as a teacher in a special educational needs setting and a secondary school if you wish.

We are an outstanding 3-11 Church of England primary school. This means that our ethos and learning culture results in positive happy children, who love to learn and supportive parents and governors. We are an inclusive school and have pupils with varying abilities and needs. We specialise in supporting children with autism (ASD) and have a resource base for children with ASD. All the children attend mainstream classes and also learn in our resource base. This means that if you train with us you can see how children with additional learning needs can be supported and flourish in our mainstream classrooms. We have highly talented and experienced staff members with vast expertise in all subject areas. We have a long and successful history of training future teachers; many of our current school staff trained with us!

Due to the large number of trainees training with us, the Alliance also places trainees in other primary schools that are well qualified to host trainees. As a result, all of our past trainees have been successful in securing teaching positions in our school or our partner schools. We are confident that we’ll be able to coach, guide and support you fully during your training year with us.

For the duration of your training year, you will be provided with an experienced mentor and a handbook which will explain what you are learning and when. The majority of your training will be in class with your mentor so that you learn on the job whilst being fully supported by an outstanding and experienced teacher. Some of your training will be out of class, alongside fellow trainees. Through these sessions, we will give you the subject knowledge and confidence that you will need in order to plan, prepare and deliver lessons that will engage and excite the children in your class.

Your mentor will not only guide you but will support you fully as you find your feet in your host school. As you develop, your mentor will be there to coach and support you.

We understand the feeling of excitement and anxiety when embarking upon your teacher training year—don’t worry we’ve all been through it and we know what you need to succeed!

For more detailed information, please see our websites:
www.thealeprimary.co.uk
www.berkshireteachingalliance.co.uk

Apply through UCAS to Berkshire Teaching Alliance (provider code is 26M) using codes:

2P4B Primary (Fee paying training) or 37TY Primary (Salaried training)
Training To Teach In a Special School

Do you want to make a difference to the lives of children and young people with learning difficulties?

Have you considered a career teaching children and young people in a Special School?

Berkshire Teaching Alliance is one of the few Alliances in the country that has a special school leading its teacher training provision.

This means we are able to offer you a bespoke initial teacher training course that will qualify you to teach both in mainstream primary schools and special schools.

You will be trained alongside the primary trainees but will also receive specific training to teach in a special school. You will be based at either Brookfields School in Tilehurst near Reading, Kennel Lane School in Bracknell, Manor Green School in Maidenhead or Addington School in Wokingham for 5 terms and will do a mainstream primary placement for 1 term.

All the Special Schools are large and medium outstanding special schools that cater for pupils from 2-19 years. There are more than 130 teachers over all sites and we offer excellent professional development throughout a teacher’s career and have many opportunities for middle and senior leadership posts. Our pupils have moderate, severe or profound learning difficulties with a high percentage also on the Autistic spectrum. We also have pupils with additional sensory impairment and complex medical needs.

For more detailed information, please see our websites.

www.brookfieldsschool.org
www.kennellaneschool.com
www.manorgreenschool.co.uk
www.addington.schooljotter2.com

Listed below are some examples of the additional training you will receive.

- Understanding learning difficulties and the impact on children and young people including Autism, Down Syndrome, genetic disorders and Sensory impairment
- Learning about a total communication approach, language development and alternative communication systems such as signing and symbols
- Working with Speech and Language Therapists, Physiotherapists and Occupational Therapists
- Working with teaching assistants to support learning in the special school classroom
- Learning about managing behaviour, behaviour modification, rewards and sanctions

Berkshire Teaching Alliance wants to grow its own teachers who have the necessary skills to start as an NQT in a special school feeling confident and passionate about the children they are ready to teach.

Apply through UCAS to Berkshire Teaching Alliance using code:

37TV for Primary (SEN) Fee paying training or 2PGJ for Primary (SEN) Salaried.
Training To Teach In A Secondary School

Denefield School is a mixed comprehensive academy, situated on a very pleasant 6.5 hectare site in Tilehurst, which includes state-of-the-art facilities for Science, Technology, the Sixth Form and the expressive arts. There are currently 1,116 students on roll, 164 of them in the Sixth Form, with pupil numbers rising in this popular and over-subscribed school. Denefield School continues to perform well showing that students make good progress between KS2 and KS4.

Denefield aims to provide a curriculum that meets the needs of all students and a wide range of teaching and learning styles are used to ensure that students are actively engaged in their lessons. In Years 9 to 11 all students follow a core curriculum of English, Mathematics, Science, PSHE and PE. In addition, students select courses from a wide-ranging choice of GCSE and BTEC options. The curriculum is based on five 60 minute periods per day, organised as a two-week timetable. This academic curriculum runs alongside our CHARACTER programme where we endeavour to develop our young peoples' personal qualities such as: confidence, articulacy and resilience, creating both successful students and confident members of our society.

The school is organised into four houses and tutors have responsibility for the welfare, academic progress and discipline of the students in their care. We moved to vertical tutor groups in September 2012 to further strengthen care, guidance and support for students, and to create a family atmosphere in the tutor room.

We aim to develop strong links between home and school through consultative evening meetings, an Academic Review Afternoon for targeted students, termly monitoring reports, information evenings and Parents' Forum meetings.

At Denefield we place equal value on the education of all students. It is one of our key priorities that children with special educational needs or disabilities (SEND) should achieve their full potential, either via support in lessons or via work with specialist staff in the Intervention and Inclusion Centre. Students who are identified as Able, Gifted and Talented are provided with regular opportunities for extension and enrichment tasks, both in lessons and beyond. Teachers have high expectations of students and set personalised targets which are regularly reviewed to ensure appropriate progress for all.

A variety of out-of-school hours clubs and activities are available to students, be that Sporting Clubs, Music, Science, Eco Club, Combined Cadet Force or Duke of Edinburgh’s Award. Educational visits and exchanges also appear in our annual programme, including visits to the Brecon Beacons and Europe. Furthermore, as a school, we believe in building strong relationships with our community and we run a range of initiatives that foster close links with other local schools and businesses.

For more detailed information, please see our website: www.denefield.org.uk

Our Schools direct offer:
We are able to host 12 Schools Direct trainees for the year 2019-20. These will be divided into:

- Salaried places for: English.
- Fee paying training places for: Maths, Chemistry, Physics, Computing, Geography, History, Design & Technology, Music and Art & Design. (Attractive Bursaries are available for some subjects)

Apply through UCAS to Berkshire Teaching Alliance (Provider code: 26M).
BTA Secondary Programme Outline

Overview:
• You will be placed with a ‘mentor’ and class in a host school for much of the academic year. You will also spend a minimum of six weeks in a contrasting placement. Our handbook sets out key elements for school based training and experiences. Your mentor has a leading role in shaping your day to day training experiences. However we also provide a variety of ‘core training’ which is out of school. We ask that you attend all training and school based experiences on a full term time basis.
• A large part of your learning and development is based on professional dialogue and 1-2-1 feedback. Therefore you will need to have a willingness to learn in this way. This enables you to become a reflective practitioner able to evaluate on-going progress and development accurately. This aspect forms part of on-going assessment.
• As part of your overall assessment to enter the teaching profession, you are expected to keep samples of key evidence to help demonstrate your learning, and progression of your teaching skills towards meeting the DfE’s Teachers’ Standards.
• For those on the PGCE route, there will be a number of assignments through the course. For all trainees we ask you to carry out some additional research / reading to support the development of your subject knowledge and awareness of pedagogy.
• In order to enable you to develop specific areas of expertise or interest, you will have the opportunity to have short placements at lead or partner schools beyond those listed.

Important information about core training:
• We provide you with pre-course learning tasks and subject knowledge audits. This will help you be fully prepared and helps to ensure that your school based training is tailored to meet your needs.
• All of your core training is led by expert practitioners, linked to current research and national requirements.
• All PGCE students attend additional training. See separate information sheet.

Term 1 | Prior to the start of training - Two day induction:
- Review of pre-course reading material
- Child protection and safeguarding
- The standards for QTS, evidence required for meeting the standards
- Introduction to lesson planning, the effective classroom, observing lessons for impact on own practice, behaviour management
- Role of the mentor
- Denefield’s Organisational values – CHARACTER
- Safeguarding and Prevent training
- Planning effective lessons – managing learning eg establishing routines and finding out about teaching strategies
- Positive and preventative behaviour management strategies
- Understanding differentiation
- Assessing learning – marking and feedback
- Understanding how to meet the needs of disadvantaged students
- How to evidence progress against the Teachers Standards
- Mental Health First Aid Training
| Term 2 | • The Slightly Awesome Teacher – using research effectively to influence teaching  
• How to develop positive values, attitudes and behaviours for learning. Understanding of different models for teaching  
• Assessment and marking – using different technology and media  
• SEND in practice  
• More on evidence collecting and effective time management  
• Medium term planning and assessment over time. Using data to support assessment over time and lesson planning or intervention  
• Effective differentiation  
• Preparation for second placement |
| --- | --- |
| Term 3 | • Diversity – meeting the needs of SEND, ethnic minority and EAL learners  
• Meeting the needs of more able learners  
• Effective communication with parents and carers and other professionals  
• Trainee support session  
• Induction for second placement |
| Term 4 | Second placement  
• Small scale action research in new setting  
• Subject knowledge enhancement  
• Trainee support and 1-2-1 training |
| Term 5 | Host School  
• Short placement in a primary setting  
• Short placement in a specialist SEN setting  
• How to achieve a positive work life balance.  
• Preparing for the NQT year and fast tracking to school leadership  
• Trainee support and 1-2-1 training |
| Term 6 | Trainee support and 1-2-1 training x2  
• Preparation for the NQT year and the Career Entry Profile  
• Celebration event |
BTA SEN Partner Schools

- Brookfields SEN School
- Addington School
- Manor Green School
- Kennel Lane School