

GORDON'S SCHOOL

CPD

**Professional Development Pathways
For Aspiring Teachers**



Which teacher training route is right for you?

There are many things you need to consider when deciding which School and/or Universities you want to apply to train with. Use the information below to find out what each postgraduate teacher training route has to offer.

University-led Training

Universities and colleges offer teacher training courses for both graduates and undergraduates. If you want your teacher training to be based at a University, this is the option for you.

Postgraduate University-led courses run full-time over one year, or part-time over two years. Courses are available across England, so there are plenty of options when it comes to location. Your training will include spending time at your University or college, working with 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. All courses lead to qualified teacher status (QTS) and a postgraduate qualification, usually a postgraduate certificate in education (PGCE).

If you don't have a degree, you can gain a degree and qualified teacher status (QTS) together on a three- or four-year undergraduate course, combining academic study with learning practical classroom skills.



School-led Training

Core School Centred Initial Teacher Training (Core SCITT)/School Direct Training Non-Salaried

Aside from the name, there is no difference between these two programmes. Both courses generally last one year, and include a postgraduate certificate in education (PGCE) and Master's-level credits. Training as part of a SCITT gives you the opportunity to learn 'on the job' from the very beginning. You will benefit from working and learning every day in a School and getting an immediate insight into what teaching involves. But this doesn't mean you'll be teaching classes before you've had a chance to find your feet. You'll have an extended support network of experienced teachers and mentors on hand to help you throughout your course. The School you're with won't ask you to teach classes unsupported until they think you're ready.

The principles of academic rigour on School-led training are the same as on University-led courses, too. You're also equally eligible for a training bursary or scholarship and can apply for the same financial support, such as student loans.

School-led Salaried Training

School Direct (Salaried)

This route is suitable if you have been working for three or more years. Similar to the Postgraduate Teaching Apprenticeship, you'll have the opportunity to earn a salary and train to become a qualified teacher – learning from experienced teachers.

Whichever salaried course you choose, both will help you to develop your skills to become a highly effective qualified teacher. Trainees on salaried programmes are recruited and employed directly by Schools, and may continue teaching in their School following training.

Both courses will award a QTS, the cost of which is covered by the School – check with your training provider to find out if this also includes a PGCE and/or Master's-level credits.

You can find either of these courses on UCAS Teacher Training by selecting 'School Direct (salaried) training programme' in all training programme field. Available Postgraduate Teaching Apprenticeship courses will be listed with the suffix 'PG teaching apprenticeships', without this suffix they'll be School Direct (salaried).

School-led Salaried Training (continued)

Post-Graduate Teaching Apprentice

A group of experienced Schools and teachers have led the design of this postgraduate teacher training course. This programme offers a combination of classroom teaching, practical learning and a salary.

You'll receive a combination of classroom teaching and 20% of your time is allocated to off-the-job training as you work towards Qualified Teacher Status (QTS). In addition, you'll be required to undertake an end-point assessment (EPA) in the final term to ensure you're on track to be an effective newly qualified teacher.

Teach First

Teach First is a charity working to end educational inequality. They are building a movement of leaders who inspire young people from low-income communities to achieve their full potential. They do this by supporting applicants to become influential classroom leaders through their Leadership Development Programme.

The programme offers a two-year, paid position in a School where you'll build the skills and experience to become leaders in all sectors of society. You'll receive world-class teaching and leadership training, which will include a fully-funded Postgraduate Diploma in Education and Leadership (PGDE). There's also the option to top up the PGDE to a Master's degree that is specifically designed to further develop your effectiveness as a leader and a teacher.



School-led Salaried Training (continued)

It's not only Schools that value participants on the Leadership Development Programme – some of the most influential organisations in the professional world recognise the skills and experience Teach First participants gain. Although many people do stay in the classroom after the programme, often taking on middle or senior School leadership positions, many others move into leadership roles in government, industry and their own social enterprises.

Teach First participants come from a multitude of backgrounds and have different plans for the future. However, all have one thing in common: they join Teach First to be part of a movement that changes lives within classrooms, Schools and across society.

Teach First is different from other training routes as you apply directly to them rather than through UCAS.

Assessment Only

If you hold a good honours degree and have been teaching successfully for a minimum of two years across at least two key stages, you can achieve qualified teacher status (QTS) without having to do any further training. Assessment Only allows you to demonstrate that you already meet all the standards for QTS.

To achieve QTS via the AO route, you'll need to present detailed evidence that you meet the standards. Your teaching will be assessed in a School by an accredited and approved AO provider. You'll also need to take the professional skills test in literacy and numeracy before you can be accepted onto the route.



We support the following routes into teaching:

Gordon's Alumni Pathway (GAD)

We help Gordon's alumni who are interested in becoming teachers by providing them with placement experience whilst they are undergraduates, offering priority positions as Graduate Assistants and supporting them with entering a School-led training programme.

Graduate Assistants Pathway into Teaching (GAPiT)

Graduate Assistants are given the opportunity to gain the experience needed to enter the Schools Direct programme. In addition to residential boarding duties, colleagues can gain experience in the classroom through small group teaching and whole-class settings. In the first year of the programme, colleagues undertake an ILM 3 qualification in coaching and mentoring and are fully supported with their applications onto either the School-Led Training Pathway or the Assessment-Only Pathway.

School-Led Training Pathway

Accredited Provider: Teach South East

Whilst priority for places is awarded to colleagues who have gone through the Graduate Assistant route, from time to time we do offer colleagues the opportunity to work at Gordon's on a School-led training route.

Assessment Only Teaching

Accredited Provider: George Abbot/TBC

We offer applications for employment from staff who do not hold currently hold a QTS qualification. Whilst there is no requirement for a colleague to hold QTS whilst working in an academy, we understand that this is still a desirable qualification. We are able to support colleagues through the assessment only route provided they meet the criteria.



Want to be a teacher? We will help you at every stage of your journey:

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Gordon's Alumni Pathway		Assessment only Pathway		Accredited Provider
Stage 1	Placement opportunities throughout your degree	Graduate Assistant into Teaching Pathway		N/A
Year 1	Residential boarding duties and cover timetable	School-Led Training Pathway	A year training in two Schools	L3 Award in Coaching and Mentoring
	Residential boarding duties and cover timetable			Institute of Leadership & Management
Year 2	A year training in two Schools			Teach South East & Sussex University
Year 3				QTS PGCE
			Employment and support for duration of assessment	QTS
				George Abbot & TBC



Here is what some of our recent trainees said about training at Gordon's:



Robbie Olden

"After graduating in 2014 with a First Class Honours degree in Drama, I returned to Gordon's School as a Graduate Assistant. As a former student at the school, I was delighted to be returning as a member of staff. My time at Gordon's as a Graduate Assistant allowed me to gain vital experience within both the Pastoral and Curriculum areas. After being a Graduate Assistant for two years, Gordon's opened discussions with me about the possibility of SCITT training through Teach South East. As a trainee, Gordon's have been extremely supportive within both the Pastoral and Curriculum areas. They have trusted me and given me the exposure to all areas of school life. This has enabled me to not only progress quickly as a Trainee, but has filled me with confidence and most of all allowed me to enjoy working at the school."



Sophie Findlay

"I graduated university still feeling unsure about what career path I wanted to take. Teaching was always in the back of my mind, but I'd only ever had experience in teaching young children, and I wasn't sure if that was right for me. When I saw the graduate assistant role come available at Gordon's, I had to go for it. Having been a student at Gordon's myself, I already knew that I loved the school, and I had a good idea about what the role would entail. I knew from my first day in this job that teaching was the right choice for me. I had no idea where to begin when applying for teacher training, but the school did everything they could to help me, and guided me through the process. The school have been so supportive, and I couldn't imagine completing my training anywhere else."

GLOSSARY OF KEY TERMS

AO	—	Assessment Only
CPD	—	Continuing Professional Development
PGCE	—	Postgraduate Certificate in Education
PGDE	—	Post-Graduate Diploma in Education
QTS	—	Qualified Teacher Status
SCITT	—	School Centred Initial Teacher Training
UCAS	—	University and Colleges Admissions Service