

# Prospectus 2022-23



# Thinking of Teaching?...

# Just do ITT!

## Your SCITT Family

### We're with you every step of the way!

Our friendly, supportive SCITT team are here for you throughout the year offering advice and guidance both pastorally and professionally.

*"Strong leadership, the unique training programmes, the close involvement of schools and the recruitment of high-calibre trainees underpin the success of the Ashton on Mersey SCITT."*

**(Ofsted 2016)**

*"A strong family 'feel' "* **(External Moderator report 2020)**

## Your Teacher Training Journey

A great combination of school and centre-based learning, plus wider enrichment opportunities.

Experience in up to 8 different school settings throughout your teacher training year; two placements plus facilitated 'hands-on' learning in a wide range of schools.

*"Trainees are fulsome in their praise for the training programme. NQTs echo these positive views time and time again."*

**(Ofsted 2016)**

## Your Learning Base

Our SCITT centre, located at Ashton on Mersey School, has been designed specifically to accommodate professional learning sessions in a positive and inclusive environment.

Enjoy full use of our SCITT facilities on your centre based learning days and if you are on placement at Ashton on Mersey School.

*"Well-structured, cohesive and innovative training programmes enable trainees to gain the skills and knowledge to be successful teachers."*

**(Ofsted 2016)**

*"Trainees valued the small size of cohort."* **(External Moderator report 2020)**

## Your Employability

### We haven't done our job until you secure your first teaching job.

Ongoing support programmes from leaders, teachers and the SCITT team to support every trainee to secure their first job.

*"Trainees and NQTs from this partnership share a number of notable characteristics. They are thoughtful, buoyant and enthusiastic. They are reflective and happy to accept support, listen to feedback and put new learning into practice."* **(Ofsted 2016)**

*"NQTs from this partnership are in demand."* **(Ofsted 2016)**

*"The Trust makes excellent use of its school-centred initial teacher training provision to recruit the very best newly qualified teachers. These teachers are highly trained and knowledgeable about the primary curriculum. Their confidence in the classroom is high."* **(Forest Gate Academy Ofsted 2018)**

*"Really supportive, always accessible - rapid responses, trainees particularly appreciated the personalised touch."* **(External Moderator report 2020)**

# OUR LEARNING THEMES

## Learning Theme 1

# 1

### Subject Knowledge and Curriculum

Our trainees will develop an understanding of the delivery (and increasingly the design) of the curriculum relevant to their subject and/or phase. They will build their subject knowledge quickly, and learn the importance of continuing to nourish this. They will value curriculum and subject knowledge, alongside a passion for their subject, is key to motivate children and to develop a love of learning.

## Learning Theme 4

# 4

### Progressing and Assessing

Our trainees will become skilled in using a variety of approaches, strategies and techniques as they become accountable for pupils' attainment, progress and outcomes.

## Learning Theme 2

# 2

### Classroom Management

Our trainees will value, and model, the principle of building strong relationships to create a positive, safe and stimulating learning environment.

## Learning Theme 5

# 5

### Professional Behaviours

Our trainees will appreciate the importance of making a positive contribution to the widest aspects of school life and becoming valued members of their school community. They will learn and model that this is underpinned by professional behaviour, reflective practice and a commitment to ongoing professional development.

## Learning Theme 3

# 3

### Challenging and Engaging

Our trainees will develop an evidence-based understanding of how children learn, and the factors that support and inhibit their ability to do so. They will understand the needs of individual and groups of pupils, developing the skills to support and shape their learning whatever their ability.

### Personal and Professional Conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# ITT PROGRAMMES



## PRIMARY PGCE

- Primary with Physical Education
- Primary with Maths
- General Primary

## SECONDARY PGCE

- Art and Design
- Biology
- Chemistry
- Computing
- Design & Technology
- English
- English with SEN
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Physical Education with Biology
- Physics



# EXAMPLE OF PRIMARY PROGRAMME TIMETABLE

Primary Timetable 2021/22

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday	Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
30 <sup>th</sup> August				Summer School		14 <sup>th</sup> February					
6 <sup>th</sup> September				Induction (pp1 & 2)		21 <sup>st</sup> February	Challenging and Engaging (SEND)	Computing	PE	Maths	PGCE Tutorial Employability
13 <sup>th</sup> September				Maths	English	28 <sup>th</sup> February					Challenging and Engaging
20 <sup>th</sup> September				Science	Classroom Management	7 <sup>th</sup> March					Classroom Management
27 <sup>th</sup> September			PGCE Day	Planning for Learning	Reflecting on your progress C & E Intro to SEND	14 <sup>th</sup> March					Maths
4 <sup>th</sup> October			Level 5 PE	Systematic Synthetic Spelling	EYFS	21 <sup>st</sup> March			Level 5 PE		Challenging and Engaging
11 <sup>th</sup> October			PGCE Day	Maths	Challenging and Engaging	28 <sup>th</sup> March					Science
18 <sup>th</sup> October				English	PE	4 <sup>th</sup> April					
25 <sup>th</sup> October			Half Term	History	Progressing and Assessing	11 <sup>th</sup> April					
1 <sup>st</sup> November				Geography	Maths	18 <sup>th</sup> April					
8 <sup>th</sup> November				English	Challenging and Engaging (EAL)	25 <sup>th</sup> April					Progressing and Assessing
15 <sup>th</sup> November				Computing	Equality and Diversity Music	2 <sup>nd</sup> May	Early May Bank Holiday				
22 <sup>nd</sup> November			Level 5 PE	Planning sequences of learning	Challenging and Engaging (SEND)	9 <sup>th</sup> May					
29 <sup>th</sup> November			PGCE Day			16 <sup>th</sup> May			Level 5 PE		Reflecting on your progress Wellbeing
6 <sup>th</sup> December						23 <sup>rd</sup> May					
13 <sup>th</sup> December						30 <sup>th</sup> May					
20 <sup>th</sup> December				Christmas break		6 <sup>th</sup> June					
27 <sup>th</sup> December						13 <sup>th</sup> June					
3 <sup>rd</sup> January		Classroom Management	Challenging & Engaging	Progressing and Assessing	Maths	20 <sup>th</sup> June					
10 <sup>th</sup> January				Systematic Synthetic Phonics	English	27 <sup>th</sup> June					ECT Transition Day
17 <sup>th</sup> January			Level 5 PE			4 <sup>th</sup> July					
24 <sup>th</sup> January						11 <sup>th</sup> July					
31 <sup>st</sup> January						18 <sup>th</sup> July					
7 <sup>th</sup> February	Art	D & T	PSHE	RSE	PGCE Day						
				RE							
				MFL	Wellbeing						
					LOBTCA						

# EXAMPLE OF SECONDARY PROGRAMME TIMETABLE

Secondary Timetable 2021/22

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
30 <sup>th</sup> August			Summer School		
6 <sup>th</sup> September			Induction (PP1 & 2)		
13 <sup>th</sup> September					Subject and Curriculum Introduction and subject audits
20 <sup>th</sup> September					Classroom Management
27 <sup>th</sup> September			POCE Day		Challenging and Engaging into SEND
4 <sup>th</sup> October					Challenging and Engaging
11 <sup>th</sup> October			POCE Day		PSHE
18 <sup>th</sup> October					British Values
25 <sup>th</sup> October					Wellbeing
1 <sup>st</sup> November			Half Term		
8 <sup>th</sup> November					Progressing and Assessing
15 <sup>th</sup> November					Subject and Curriculum Assessing your subject
22 <sup>nd</sup> November					Challenging and Engaging (SEND)
29 <sup>th</sup> November					Library/ Phones/ Early Reading
6 <sup>th</sup> December					Equality and Diversity
13 <sup>th</sup> December					Challenging and Engaging (EAL)
20 <sup>th</sup> December					Challenging and Engaging (EAL)
27 <sup>th</sup> December					POCE Tutorial
3 <sup>rd</sup> January					Wellbeing
10 <sup>th</sup> January					
17 <sup>th</sup> January					
24 <sup>th</sup> January					
31 <sup>st</sup> January					
7 <sup>th</sup> February	Introduction to learning in a school based sixth form	Subject and Curriculum Post-16	POCE Day	Subject and Curriculum KS2/3	Wellbeing
14 <sup>th</sup> February					
21 <sup>st</sup> February					
28 <sup>th</sup> February					
7 <sup>th</sup> March					
14 <sup>th</sup> March					
21 <sup>st</sup> March					
28 <sup>th</sup> March					
4 <sup>th</sup> April					
11 <sup>th</sup> April					
18 <sup>th</sup> April					
25 <sup>th</sup> April					
2 <sup>nd</sup> May					
9 <sup>th</sup> May					
16 <sup>th</sup> May					
23 <sup>rd</sup> May					
30 <sup>th</sup> May					
6 <sup>th</sup> June					
13 <sup>th</sup> June					
20 <sup>th</sup> June					
27 <sup>th</sup> June					
4 <sup>th</sup> July					
11 <sup>th</sup> July					
18 <sup>th</sup> July					

P L A C E M E N T

# FINANCE



## TUITION FEE

We will be charging a tuition fee of £9,250 for all teacher training programmes being delivered in the academic year 2022/23.

You may be eligible for a maintenance loan or additional financial support but this will be determined by the Student Loan Company when you make an application for your tuition fee loan.

To find out more about the tuition fee loan and other student loans please visit:

<https://getintoteaching.education.gov.uk/funding-your-training>

## BURSARIES AND SCHOLARSHIPS

Subject	Bursary	Scholarship
chemistry	£24,000	£26,000
computing	£24,000	£26,000
maths	£24,000	£26,000
physics	£24,000	£26,000
design and technology	£15,000	–
geography	£15,000	–
languages	£15,000	–
biology	£10,000	–

Bursaries and scholarships are available to trainees on tuition fee-based teacher training courses in England that lead to the award of qualified teacher status (QTS).

Trainees are only eligible for a bursary or scholarship if they're entitled to support under the student finance criteria: [www.gov.uk/student-finance/who-qualifies](http://www.gov.uk/student-finance/who-qualifies)

Non-UK trainees should read [www.gov.uk/government/publications/train-to-teach-in-england-non-uk-applicants](http://www.gov.uk/government/publications/train-to-teach-in-england-non-uk-applicants)

Applicants with a degree from outside the UK can contact Get into Teaching for further advice.

Applicants may be eligible for a bursary if they have 1st, 2:1, 2:2, PhD or Master's.

Scholarships are usually available to applicants with a 1st, 2:1, Master's or PhD, though in exceptional circumstances they may be awarded to a graduate with a 2:2 and significant relevant experience.

Scholarships also come with a package of additional benefits from the appropriate professional body. Scholarship applicants should apply to the relevant professional body, details are available on Get Into Teaching.

Trainees cannot receive both a scholarship and a bursary.



# HOW TO APPLY



## HOW TO APPLY

To apply for a place on one of our programmes, you will need to make an online application through the GOV.UK Apply portal.

<https://www.gov.uk/apply-for-teacher-training>

## THE SELECTION PROCESS

All application forms are carefully screened to select applicants for interview. The team will consider how much your academic qualifications including predictions, personal qualities and suitability for teaching, which includes additional interests and experiences. Selected applicants will be invited to attend an interview.

If an applicant cannot attend the specified interview date, an alternative date will be given, subject to places remaining.



## WHAT ARE WE LOOKING FOR IN A CANDIDATE?

We are looking to recruit talented individuals who have the qualities and attributes suited to a career in teaching, and the drive and ambition to make it happen.

### The personal qualities we are looking for are:

- A friendly and approachable nature
- Good interpersonal skills
- Organisation and time management
- A passion for your subject
- A positive outlook
- A creative and innovative approach
- The ability to reflect on and improve practice
- Potential leadership capabilities
- Resilience to meet the demands of a challenging but rewarding career in teaching



# ENTRY REQUIREMENTS

PRIMARY	SECONDARY
<p>All applicants must hold an honours degree of a United Kingdom higher education institution or equivalent qualification as judged against UK ENIC</p> <p>At least Grade C/4 GCSE in: English Language, mathematics and Science or GCSE equivalent.</p>	<p>All applicants must hold an honours degree of a United Kingdom higher education institution or equivalent qualification as judged against UK ENIC</p> <p>At least Grade C/4 GCSE in: English Language and Mathematics or GCSE equivalent.</p>

## English and Mathematics fundamental proficiencies

Fundamental proficiencies in English and maths must be met during our selection process and throughout the course to ensure that you have these before the awarding of QTS.



# PERSONAL STATEMENT AND REFERENCE



## PERSONAL STATEMENT

**Your personal statement should include:**

- Your reasons for wanting to teach
- Passion for teaching
- Evidence you understand the rewards and challenges of teaching
- Experience of working with children either in a school or other experiences
- Good level of writing – we do check spelling, punctuation and grammar
- Your commitment to the teacher training year



## REFERENCES

**You will be asked to name two referees.**

- If you're still at university or completed your degree within the past five years, one reference must be from someone at your university who can comment on your academic ability and potential.
- The other reference can be from someone who knows you from work, or who can comment on your character and your potential as a teacher.
- If you left university more than five years ago, you can choose two referees who know you from work, or who can comment on how suitable you are for teaching. You can still use an academic referee if you choose.
- If you are providing a reference from a school where you have been employed or have spent time observing lessons this should come from the headteacher.
- You must not use family members, friends, partners or ex-partners as referees.
- It is important to use the correct email addresses for your referees.



## DBS CHECK

All individuals who have secured a place on a teacher training programme must have completed an Enhanced DBS check.

All offers of a place at the Ashton on Mersey SCITT remain conditional upon the receipt of a satisfactory disclosure.

# SCHOOL EXPERIENCE



Getting some classroom experience can help you to decide whether teaching is right for you.

The School Experience Programme (SEP) will give you the opportunity to:

- Talk to teachers about day to day school life
- Observe teaching
- Watch a range of lessons and age groups being taught
- Ask members of the SCITT about teacher training

Secondary days are held at Ashton on Mersey school and the Primary days are held in conjunction with local primary schools.

For more information or to request a place on one of our experience days, please visit

**<https://schoolexperience.education.gov.uk/>**

We are unable to offer any dates for school experience at the moment but as soon as we are able we will restart the programme, we will update our website with details.

# ASSESSMENT ONLY ROUTE

The Assessment Only Route is designed for graduates with experience of teaching (in at least two schools or settings) and who have the ability to demonstrate meeting all of the Teachers' Standards without the need for further training. In effect, the candidate must be ready for assessment at application. The length of the process must be completed within a 3-month period. Start and end dates are negotiated with the candidate, their 'supporting school' and the 'accredited provider' (Ashton on Mersey SCITT).

## Eligibility Criteria

- hold a UK first degree, or equivalent qualification
- have achieved a standard equivalent to a grade 4 in GCSE English and Mathematics, and all those who intend to teach pupils aged 3 to 11 additionally have achieved a standard equivalent to a grade 4 in a GCSE Science subject
- have taught in at least two schools before entry to the Assessment Only route (not restricted to England). This may include Early Years or Further Education.
- have taught children across the ability range in their chosen age ranges. It is not sufficient to have only had experience of 2 schools or settings.

### To complete the Assessment Only route:

- be working or hosted in a school setting, endorsed by Headteacher.
- be working across the following age phases:

Primary (3 to 7, 5 to 11, or 7 to 11)

Middle (7 to 14)

Secondary (11 to 16 or 14 to 19)

Typically, a candidate with fewer than 2 years of teaching experience in schools as an unqualified teacher would be unsuitable for this route, but there is flexibility for the provider to judge each application on its individual merit.

## Fees

Fees can be paid by the applicant or the supporting school. This can be paid in two instalments or as a lump sum at the start of the assessment but QTS will not be recommended until the fee is paid in full.

	Cost
Application review, formal discussion with applicant and HT, portfolio presentation and formal lesson observation.	£450
Formal assessment visits, portfolio presentation and QTS sign off	£1800
Optional Workshop to support Assessment Presentation/Portfolio	£150
<b>Total</b>	<b>£2250 (£2400)</b>

# EARLY YEARS INITIAL TEACHER TRAINING

As an experienced provider of Primary and Secondary initial teacher training, Ashton on Mersey SCITT is very pleased to be working in partnership with Best Practice Network to deliver Early Years Initial Teacher Training (birth to five) across the North of England. Completion of this programme leads to Early Years Teacher Status (EYTS)



## WHO IS IT FOR?

EYITT is designed for those who wish to specialise in early childhood development and work with children across the birth to five age range. The programme is suitable for:

- Graduate early years practitioners who may work in a range of settings across the birth to five sector, including nurseries, schools and home-based settings
- Graduates who want to join the early years sector

## HOW IS IT DELIVERED?

We offer two funded routes to Early Years Teacher Status (EYTS):

### Graduate Entry Route (GE)

**Funding:** Fully funded by the DfE. Up to £5,000 bursary

**Placement:** 120 days of placement

**Status:** Full-time training

**Training:** Monthly training days

### Graduate Employment-based Route (GEB)

**Funding:** Fully funded by the DfE. Up to £7,000 bursary

**Placement:** A placement within Key Stage 1

**Status:** part-time training, Experience needed in at least two settings (one of which must be reception)

**Training:** 1-2 training days a month

You can work towards Early Years Teacher Status whilst employed in an early years setting/school.

## WHAT DO I NEED?

- GCSE Grade C and above (or recognised equivalent) in maths, English and science.
- A degree on entry - the degree can be from any area of study.

*For more information  
please go to:*

***bestpracticenet.co.uk/  
eyitt***

## BENEFITS

- Working with the leading EYITT provider in the country with a 100% pass rate, our course is proven to raise the quality of a setting's early years provision, be a core element of your tea development and improve children's life chances
- For schools, a qualified Early Years Teacher leading EYFS helps close the disadvantage gap and prepares children for primary education
- For graduate practitioners who are eligible for a place on the programme, an employer incentive of £7,000 is payable to the setting. This funding can be used for supply cover, mentoring and other costs associated with supporting the trainee during the programme.

# ALUMNI AND TESTIMONIALS

"Mentors and support from all staff- excellent. Excellent centre based trainings from outstanding teachers."

"I have thoroughly enjoyed the year and feel that it has been very well organised. The support has been brilliant, which has made the year much more enjoyable."

"The fact that I have been trained by practicing teachers has been a real benefit to my training as I have been able to see them practice what they preach. This has allowed me to make several connections with teachers and schools."

"Excellent facilitators and range of training

## Secondary 2014-2015



## Primary & Secondary 2014-2015 with Baroness Sue Campbell



"Quality of training sessions and lesson feedback was consistently good- always improving my practice."

"Enjoyed every minute, made memories and lifelong friends."

"Fantastic facilitators who spoke about the subjects in depth, with lots of ideas and opportunities for my own learning."

"A great course that ticks all the boxes. I feel fully prepared for my teaching role!"

"Personalised feel throughout the whole process. I feel like I got to know the SCITT team and the other trainees really well from the very beginning of the process which massively helped my development and confidence when starting teaching."

## Primary 2015-16



## Secondary 2015-16



## Secondary PE 2015-16



# ALUMNI AND TESTIMONIALS

## Primary & Secondary 2016-2017



"I have already recommended the SCITT to my friend as I feel I have grown so much during this year. I have thoroughly enjoyed my experience and feel as though I been supported throughout this tough year."

"The SCITT is a warm, friendly and supportive place to learn."

## Primary & Secondary 2017-2018



### SOME AREAS OF RESPONSIBILITY THAT OUR TRAINEES HAVE GONE ON TO HOLD:

- \* Art subject lead
- \* Head of PE
- \* PE Specialist
- \* Primary PE Lead
- \* Deputy Head
- \* TLR Maths
- \* PE Lead
- \* Head of Year
- \* Leading the School Council
- \* Head of family
- \* MLT English team
- \* Professional Mentor
- \* Diversity and Inclusion Lead
- \* Computing Coordinator

"I have thoroughly enjoyed every aspect of my training year and have felt supported throughout. There is a good level of theory, practical and placement time with fun and engaging sessions being delivered."

"Had such an amazing experience here and would recommend it to anyone who was looking to enter a career in teaching."

## Primary & Secondary 2018-2019



## Primary & Secondary 2019-2020





## CONTACT

For all enquiries please don't hesitate to get in touch and one of our friendly team members will get back to you as soon as possible.

Office hours are between 8.30am until 4.30pm.

Telephone: 0161 973 1179 ext. \*2289  
E-mail: [aomscitt@aom.trafford.sch.uk](mailto:aomscitt@aom.trafford.sch.uk)  
Website: [www.aomscitt.co.uk](http://www.aomscitt.co.uk)

 Follow us on Twitter: @aomscitt

 Like and follow our facebook page:  
Ashton on Mersey SCITT

 Follow us on Instagram: aomscitt