

# Prospectus 2024-25



# 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 that 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 core training, 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 Teacher Training Journey

Our SCITT centre, located at the Beilieve Learning Institute based 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 the 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 teaching 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

## Subject 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 develop 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

## 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

## Classroom Management

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

Learning Theme

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

## 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 individuals 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
- Physics





# EXAMPLE OF SECONDARY PROGRAMME TIMETABLE

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
26 <sup>th</sup> August	Summer School				
2 <sup>nd</sup> September	Induction (PP1 & 2)				
9 <sup>th</sup> September	How children Learn	How children learn in my subject (1) Subject Lead	Classroom management	British Values Equality and Diversity	Pupil Premium Placement school Visit
16 <sup>th</sup> September					Planning (SCITT and generic)
23 <sup>rd</sup> September			PGCE		Planning in my subject (2) Subject Lead
30 <sup>th</sup> September					SEND
7 <sup>th</sup> October			PGCE		EAL
14 <sup>th</sup> October					Planning for different learners (3) Subject Lead
21 <sup>st</sup> October	Half Term				
28 <sup>th</sup> October	Progressing and Assessing	Assessment in my subject (4) Subject Lead	Early reading and Phonics	Literacy in my subject (5) Subject Lead	Literacy across the curriculum
4 <sup>th</sup> November					KS2/KS3 (6) Subject Lead
11 <sup>th</sup> November					Primary Experience Day (7) Schools
18 <sup>th</sup> November					Challenging & Engaging
25 <sup>th</sup> November			PGCE		PSHE Evidence
2 <sup>nd</sup> December					English SEND day
9 <sup>th</sup> December					
16 <sup>th</sup> December					
23 <sup>rd</sup> December	Christmas Holidays				
30 <sup>th</sup> December					
6 <sup>th</sup> January	Classroom management	Challenging and engaging	Planning for learning (6) Subject Lead	Progressing and Assessing	Employability Day
13 <sup>th</sup> January					English SEND day
20 <sup>th</sup> January					
27 <sup>th</sup> January					
3 <sup>rd</sup> February			PGCE		Evidence New school visit

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
10 <sup>th</sup> February	Half Term				
17 <sup>th</sup> February	SEND	SEND Experience	SEND Experience	EAL	Closing the gaps (7) Subject Lead
24 <sup>th</sup> February					KS4/KS5 (8) Subject Lead
3 <sup>rd</sup> March					
10 <sup>th</sup> March					
17 <sup>th</sup> March					English SEND day
24 <sup>th</sup> March	Easter Holidays				
31 <sup>st</sup> March					
7 <sup>th</sup> April	Classroom Management	Challenging and Engaging	Adaptive Teaching (9)	Progressing and assessing	SEND (10) Subject Lead
14 <sup>th</sup> April					
21 <sup>st</sup> April					English SEND day
28 <sup>th</sup> April					
5 <sup>th</sup> May	Bank Holiday				
12 <sup>th</sup> May					LGBTQ+ Inclusive curriculum Evidence
19 <sup>th</sup> May					Evidence
26 <sup>th</sup> May	Half Term				
2 <sup>nd</sup> June					English SEND day
9 <sup>th</sup> June			6 <sup>th</sup> Form Experience	6 <sup>th</sup> Form Experience	
16 <sup>th</sup> June					
23 <sup>rd</sup> June					
30 <sup>th</sup> June					ECT Transition Day
7 <sup>th</sup> July					
14 <sup>th</sup> July					



# EXAMPLE OF PRIMARY PROGRAMME TIMETABLE

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
28 <sup>th</sup> August	Summer School				
4 <sup>th</sup> September	Induction (PP1 & 2)				
11 <sup>th</sup> September	How children learn	Introduction to SEND	Classroom Management	Equality and Diversity	British Values Pupil premium/PD booklet New school visit
18 <sup>th</sup> September					Maths 1
25 <sup>th</sup> September			PGCE		English 1
2 <sup>nd</sup> October			PGCE		Planning for learning and sequences
9 <sup>th</sup> October					Science 1
16 <sup>th</sup> October			Level 5 PE only Primary Maths only Turing NW		
23 <sup>rd</sup> October	Christmas Holidays				
30 <sup>th</sup> October	Maths KS1 (2)	EYFS	English KS1	Phonics	EAL
6 <sup>th</sup> November				Classroom Management	Progressing and assessing
13 <sup>th</sup> November		Primary Maths only Turing NW	PGCE	Maths (3)	
20 <sup>th</sup> November			Level 5 PE only		Computing
27 <sup>th</sup> November					Geography
4 <sup>th</sup> December					RE
11 <sup>th</sup> December					
18 <sup>th</sup> December					
25 <sup>th</sup> December	Christmas Holidays				
1 <sup>st</sup> January	Christmas Holidays				
8 <sup>th</sup> January	Music MFL	Art D & T	English (3)	PE	History
15 <sup>th</sup> January			Level 5 PE only Primary Maths only Turing NW		Progressing and assessing
22 <sup>nd</sup> January					Science
29 <sup>th</sup> January					Employability Day
5 <sup>th</sup> February					

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
12 <sup>th</sup> February	Christmas Holidays				
19 <sup>th</sup> February	Reading/ Private study	New school visit	Phonics (2)	PGCE	Maths (4) Classroom Management
26 <sup>th</sup> February			Level 5 PE only	SEN Ladywood visit	EAL
4 <sup>th</sup> March		Primary Maths only Turing NW			English (4)
11 <sup>th</sup> March					How children learn
18 <sup>th</sup> March			PGCE		Maths (5)
25 <sup>th</sup> March	Easter Holidays				
1 <sup>st</sup> April	Easter Holidays				
8 <sup>th</sup> April	Maths (6)	Secondary experience	Progressing and assessing	LGBT inclusive curriculum	PE
15 <sup>th</sup> April					English (5)
22 <sup>nd</sup> April			Level 5 PE only		Challenging and Engaging
29 <sup>th</sup> April					
6 <sup>th</sup> May	Bank Holiday				
13 <sup>th</sup> May					
20 <sup>th</sup> May					Phonics Project presentations
27 <sup>th</sup> May	Half Term				
3 <sup>rd</sup> June	PSHE/ RSE	Motorola regulation	Maths (7)	Science	Primary Foundation Subject Presentation Forest School
10 <sup>th</sup> June			Level 5 PE only		
17 <sup>th</sup> June					
24 <sup>th</sup> June					
1 <sup>st</sup> July					ECT Transition Day
8 <sup>th</sup> July					
15 <sup>th</sup> July					

# FINANCE



## TUITION FEE

We will be charging a tuition fee of £9,250 for all teacher training programmes being delivered in the academic year 2024/25.

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

Bursary and scholarship funding amounts for 2024/25 will be available at: <https://aomscitt.co.uk/finance-2024-25/>

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).

Receiving a bursary or scholarship depends on:

- highest relevant academic award
- ITT subject

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/>**



# ASSESSMENT ONLY ROUTE

Ashton on Mersey SCITT (School-Centred Initial Teacher Training) is an Accredited Provider of the 'Assessment Only' Route to QTS. This 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 (July, 2011) 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 applicant, their 'supporting school' and the 'accredited provider' (Ashton on Mersey SCITT).

## REQUIREMENTS

To be eligible for the Assessment Only route candidates must:

- 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
- have 60% teaching timetable
- be working across the following age phases:
  - Primary (3 to 7, 5 to 11, or 7 to 11)
  - 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

The fees, outlined below, 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 to Ashton on Mersey SCITT. The initial £450 payment for the application phase is non-refundable should the provider deem the application to be unsuitable.

	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
<b>Total</b>	<b>£2250</b>

# FREQUENTLY ASKED QUESTIONS

## What is a SCITT?

SCITT stands for School Centred Initial Teacher Training. We were accredited as a SCITT in 2014 and recommend trainees who successfully complete their training for Qualified Teacher Status (QTS). We work with a University on the academic award of a Postgraduate Certificate in Education (PGCE).

## How do I know if am able to teach the subject I want to with my degree?

For secondary, if your degree isn't in the subject you wish to teach, we would like to see your degree having 50% content in your desired subject. However, all applications are looked at on an individual basis and we can take A-Levels into account. If you are applying for an eligible subject, we may require you to undertake a Subject Knowledge Enhancement course.

For primary, you can apply with a degree in any subject.

## How do I know if my overseas qualifications are equivalent to the required UK qualifications?

Get into Teaching can help check that your qualifications meet the required UK standards. We will need you to have a statement of comparability from UK ENIC ([www.enic.org.uk](http://www.enic.org.uk)) for any overseas qualifications. If you find that you do not hold qualifications that are equivalent to UK GCSEs in English, maths or science, you will need to undertake an equivalency test in the subject(s).

## When will I find out my placement school?

We will let you know your placement school during your induction at the start of the course.

## When will I be expected to teach?

Whilst you are in your placement school from an early stage of the course, you will not be expected to go straight into teaching! You will observe classes and work with teachers and then with your mentor start to build up to teaching the class. Every trainee is different, and will progress at different rates.

## Will I be guaranteed a job at the end of the course?

We cannot guarantee that you will get a job once you qualify, however we will offer you support with applications and signpost you to vacancies within the Multi-Academy Trust we are part of and externally.

# 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."



"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!"

"Excellent facilitators and range of training."

"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."

"I have had an incredible experience on this course and have enjoyed my time at the SCITT."

"Don't think any other ITT could have set me up better to go forth and become a teacher."

"The support given was fantastic - it felt like a family."





# ALUMNI AND TESTIMONIALS



"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."

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

- \* Art subject lead
- \* Head of PE
- \* PE Specialist
- \* Primary PE Lead
- \* Deputy Head
- \* Teaching for Mastery Specialist
- \* PE Lead
- \* Head of Year
- \* Leading the School Council
- \* Head of Family
- \* MLT English Team
- \* Professional Mentor
- \* Diversity and Inclusion Lead
- \* Computing Coordinator
- \* Assistant Head



"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."








## 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  
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Website: [www.aomscitt.co.uk](http://www.aomscitt.co.uk)

 Follow us on Twitter: [@aomscitt](https://twitter.com/aomscitt)

 Like and follow our facebook page:  
[Ashton on Mersey SCITT](https://www.facebook.com/Ashton-on-Mersey-SCITT)

 Follow us on Instagram: [aomscitt](https://www.instagram.com/aomscitt)