

Future Teachers
Programme

Developing Outstanding Teachers

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A salaried route into
teacher training for those
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Could you teach
Mathematics,
Chemistry or Physics?

Future Teachers Programme

The programme appealed to me because it means getting straight into the job. I like the idea of becoming a full-time staff member right from the word go.

Interested? Here's what you need

To join the Future Teachers Programme you need a minimum 2:2 classification of degree in the relevant subject. All candidates will have a rigorous interview, conducted in the school setting and similar to an interview for a permanent post, reflecting the fact that schools see candidates as potential future members of staff. The interview will involve pupils in at least one stage of the interview process, and you will have an opportunity to demonstrate your ability to teach, to work as part of a team and to show potential leadership qualities.

This post-graduate pathway is a one year programme. The emphasis is on curriculum knowledge and this will be audited at the beginning of each attachment. Associate Teachers, their school-based trainers and university trainers will attend the university for one week at the beginning of the programme for enrolment and induction. They will have introductory lectures relating to teachers and the law, safeguarding, observation and reflection.

Professional studies

The professional studies element of training takes place each Monday of the first term in one of the partner settings (school or university) and provides a theme for the school-based tasks for that week, reflection occurring in school at the end of the week between the Associate Teacher and the school based trainer.

The Monday conference will begin with a general introduction attended by all Associate Teachers and all school and university-based trainers across all the subjects. It is followed immediately by subject-based seminars, so that the professional issue can be examined in relation to subject application and/or pedagogy.

Associate Teachers return to their attachment school and start the structured school-based tasks linked to the Monday conference theme. As the year progresses, Associate Teachers will gradually increase their teaching timetable, and the number and frequency of these sessions will decrease accordingly.

Monday conferences with themes in a suitable sequence allow Associate Teachers to develop their skills throughout the year. For example, behaviour for learning will be studied twice as they experience two different school contexts, beginning with observations of techniques moving towards practical strategies, dealing with challenging behaviour and communicating with parents.

The amount of time per week each Associate Teacher will teach increases gradually – but in term three should account for about 70% of a normal teacher's timetable. Though the number of general professional studies sessions will reduce, there will still be themed conferences and school-based tasks associated with them.

How will I be assessed?

Assessment will be by portfolio assignments completed each week and assessed at Masters level at the end of the programme. A portfolio of evidence for Qualified Teacher Status (QTS) will also be required. A school improvement project and a paired leadership project are part of the portfolio.

What are my career prospects?

You will graduate well placed to progress onto employment as a Newly Qualified Teacher (NQT) at secondary school level in the shortage subject areas of chemistry, physics and mathematics. Our proactive careers advisory service can help you to find job vacancies and offers in-depth advice on teacher job applications and interviews.

Successful completion of this programme will allow you to gain QTS and 120 credits at Masters level. As all assessment will be portfolio-based at Masters level, you will be eligible to apply to continue your studies and gain an MA within one year of completing the programme.

Closer collaboration on teacher training

This programme was designed by Edge Hill University and a small number of partner schools who wanted to collaborate more closely on the delivery of the theoretical as well as the practical aspects of a PGCE programme. Therefore, on this programme the training is delivered almost entirely in a school context by school-based trainers working alongside university lecturers.

If you are leaving the armed forces and have a science, maths or engineering background, this could be the ideal route for you. You will already have some of the personal qualities that make for a good secondary school teacher and this programme can give you the same well-recognised teaching qualifications as a traditional PGCE, but is based predominantly on the job and comes with a salary.

Ofsted graded “outstanding” secondary schools, ‘good’ schools with outstanding features and academies deliver this exciting new course. The Schools and Edge Hill make up the Future Teachers partnership.

This programme is for applicants with subject knowledge in physics, chemistry or mathematics and a real interest in working with young people. If you are looking for a career change this course is particularly suitable if you have leadership skills and aspire to become a leader of learning. A subject knowledge booster course is provided to update your knowledge.

About Future Teachers

When you join the Future Teachers Programme you are given ‘Associate Teacher’ status as part of a school teaching team. These elements are delivered as themed conferences and subject conferences, with input from university subject experts and school trainers across the whole partnership. This will build strong links between theory and practice, so that you can apply pedagogical knowledge in the classroom and reflect upon it immediately. It will also create subject networks to enhance the teaching of the shortage subjects.

This is a salaried Graduate Teacher Programme. Associate Teachers will receive a training salary paid on the unqualified teacher scale, point 1 (currently £15,817).

As an Associate Teacher you will be trained in at least two of our partner schools, so that you get contrasting experiences of educational topics such as discipline and behaviour management. You will be encouraged to reflect upon such differences and share your knowledge among the other partner schools. Associate Teachers will also attend a conference focused on primary transition. This is followed by four days in a primary school where you can study key topics such as phonics, and how the development of literacy skills needs to be incorporated into secondary teaching.

The Future Teachers Programme brings:

- A strong focus on teaching quality
- A sharing of expertise between the partner schools and the university
- The creation of a strong ‘hub’ of schools, with Primary partners for each
- Access to ‘outstanding’ teachers in the shortage subjects, helping partner schools to recruit teachers for the future

Case study

Changing career path

After leaving university with a degree in Forensic Science, Samantha Padmore worked in the defence industry testing explosive components before moving into the environmental services department. Voluntary redundancy gave her the opportunity to change career path.

She says: “The main reason for choosing Future Teachers is that it is school-based; it is also very progressive and matches my style of learning. Throughout my career I have learnt on the job, I like to do things rather than just read about them. I like the structure of the FT programme; the expectations of producing an “outstanding” teacher; pushing our abilities; being part of a school and experiencing the whole school teaching and learning environment.”

What will I learn?

The Future Teachers Programme is delivered in school by school and university colleagues working as a team.

The emphasis is on developing and leading outstanding teaching and learning, based around:

- Action Research – school improvement
- Climate for teaching and learning
- Understanding teaching and learning
- Supporting teaching and learning
- Assessment for teaching and learning
- Leading teaching and learning

I had my own Year 7 class after being in the school for three weeks! Being paid at the same time helps massively as well, because you can concentrate all your efforts into the teaching.

Selection process

We want Associate Teachers who actively demonstrate a strong commitment to secondary teaching as a career. Those selected will have an appreciation of the demands of teaching and will have made a conscious decision about their place in the teaching profession. They will come from a variety of backgrounds and have widely differing personalities, but must have imagination and resourcefulness to meet the challenges facing today's teachers. Successful candidates are likely to have lively minds, excellent communication skills and leadership potential within teaching.

All entrants must have

- A minimum 2:2 class of degree in chemistry/physics/ mathematics or related subjects
- Preferably grade B or above at A level in the subject they wish to teach
- Grade C in English and mathematics GCSE or equivalent
- UK/EU citizenship or indefinite leave to remain in the UK

To comply with the TDA's Requirements for Initial Teacher Training, all entrants must be interviewed to assess their suitability to teach and their potential to meet the Standards for Qualified Teacher Status.

The admissions panel will prioritise for interview those with the greatest strength in relation to:

- Experience of working with children in a secondary school setting
- Knowledge of the secondary curriculum in relation to their subject
- Personal and presentational qualities as well as the use of spoken and written English
- Intellectual and academic ability, supported by a recent academic reference