

West London Teaching Schools Alliance
SCHOOL DIRECT TEACHER TRAINING

Mathematics PGCE (M)

Secondary



in partnership with
St Mary's University College



UNSALARIED
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1 Why Train with Us?

1.1 Introduction

In considering why to train with us, it is important to understand the strengths of:

- The West London Teaching Schools' Alliance;
- the host school where you would be located for the majority of your training; and
- our university partner for this programme.

1.2 The West London Teaching Schools' Alliance

The West London Teaching Schools Alliance (WLTSA) is an innovative and growing partnership with member schools in the London Boroughs of Ealing, Hammersmith & Fulham, Kensington & Chelsea and Westminster and Richmond. For 2015-16, we are providing 97 School Direct places across 26 of our schools (both primary and secondary); and we are working with three different university providers to achieve this (St Mary's, Roehampton and the Institute of Education).

Training with WLTSA schools gives you the unique opportunity to experience a broad range of teaching environments including Faith Schools, Free Schools and Special Schools, as well as schools across the 5-19 age range. They all aim to provide the highest quality teaching and learning for the pupils' in the Alliance and the trainees they are developing.

Our partnered schools all offer you the opportunity to train to teach with excellent, experienced teachers in dynamic learning environments that foster talent. Within the Alliance there are extensive opportunities for future professional leadership development including an excellent Masters Programme with St Mary's.

West London Teaching Schools Alliance

The Alliance has a commitment to achieving excellence in learning, teaching and school leadership. We aim to appoint the highest calibre of teachers in our schools:

- who are innovative in the teaching practices they adopt;
- seek to collaborate and support each other through strong partnerships; and
- engage in the intelligent use of research and development of pedagogy.

We continue to stay abreast of national and international educational research to inform our approach. We aim to inspire our teachers to be advocates of life-long learning who become outstanding practitioners, colleagues, managers and leaders in our schools, equipped to adapt to the needs of learners and schools of the future.

We aim to provide a clear framework for career development to ensure high quality, relevant training to meet the needs of teaching staff at different stages of their careers, from career entry to headship in its increasingly various forms

OUR VISION

**A bright future for all learners through innovation,
collaboration, engagement and success**

1.3 WLTSA Website and Partner Schools

All our partnered School Direct schools are listed below and web-links to them all are available on the WLTSA website (wltsa.org.uk) under the tab 'Alliance Partners'.

The WLTA website contains useful information about School Direct under the tab 'Initial Teacher Training' and within this there is a further tab 'School Direct Vacancies' which includes a set of four tables listing all our School Direct programmes for primary (salaried and unsalaried) and secondary (salaried and unsalaried). Each of our programmes is linked to a specific school and the tables clarify the relevant university partner for each programme.

By clicking on individual course codes in these tables, you will be able to view an entire training programme profile as a pdf document. You may find it easier to skim through these than reading the text on UCAS. The structure of all the profiles is identical.

Our School Direct Vacancies tables will be updated to show when programmes are full. After interviews we have to wait for candidates to accept our offer before marking the course as 'full'. This can sometime mean that there is a delay between our shortlisting for interview and the programme being marked 'full'.

If, particularly later in the school year, you wish to clarify what stage we are at for a particular programme, or indeed if you have other queries, please email: schooldirect@wltsa.org.uk rather than contacting our partner schools.

WLTA SCHOOL DIRECT PARTNER SCHOOLS

Secondary Schools: Chelsea Academy; Fulham College Boys' School; Fulham Cross Girls' School; Hammersmith Academy; Sacred Heart High School; Phoenix High School; West London Free School; and William Morris Sixth Form

Special Schools: Queensmill School and Parayhouse School.

Primary Schools: Addison Primary School; Ashburnham Community School; Avondale Park Primary School; Barnes Primary School; Colville Primary School; Earls Court Free School Primary (opens Sept 2014); Fox Primary School; Hallfield Primary School; Holy Cross Catholic Primary School; Larmenier & Sacred Heart Catholic Primary School; Marlborough Primary School; Miles Coverdale Primary School; New Kings Primary School; Old Oak Primary School; Pope John Catholic Primary School; St Charles Catholic Primary School; St Vincent's Catholic Primary School; and West London Free School Primary.

1.4 Your Host School – Chelsea Academy

Chelsea Academy is a mixed Church of England Academy for students aged between 11 and 18 years, (located at Lots Road, SW10, near Chelsea Harbour). The Academy is successful and popular due to our community focus and distinctive Christian ethos.

Chelsea Academy aims to create an inspirational community of learning and achievement with high expectations and high aspirations, underpinned by a culture of "no excuses". Guided by Christian values and supported by the principle of co-construction, the Academy seeks to bring out the best in everyone, as we strive for excellence in all that we do. No student will be left behind as they are provided with the skills required for life and work in the 21st century. When students complete their Academy lives, they will have the qualifications, leadership qualities and sense of destiny to make a positive contribution to society.

We have worked hard to recruit well-qualified and appropriately experienced teaching and associate staff of the highest calibre who recognise that students have different learning styles, gifts and talents. We also support teacher training schemes by working with universities to provide coaching and mentoring for PGCE teachers, Teachfirst participants and NQTs.

Ofsted has reported that 'Chelsea Academy is an outstanding academy'. Read the report [here](#).

1.5 Our University Partner – St Mary's University, Twickenham

St Mary's University College is situated in Strawberry Hill, Twickenham in South West London. Founded in 1850, it is generally acknowledged to be the oldest Roman Catholic college in the UK.

In 2000, St Mary's celebrated 150 years in Education. With just under 4,000 students training to teach on primary and secondary, they are now London's second largest teacher training course provider and in 2011, St Mary's was deemed to be 'outstanding' by OfSTED during inspection.

Course tutors at St Mary's are all skilful teachers themselves, with many years of experience in schools and higher education. Schools in the Alliance have established excellent relationships with them, having worked in partnership for many years. Click [here](#) to view the School Direct page on their website.

2 About this training programme

2.1 Introduction

The WL TSA is responsible for the coordination of this professional training programme. You will enrol as a student at St Mary's University, Twickenham and your host school will be Chelsea Academy. Further information about the structure of this programme is set out below.

2.2 Number of Places Available

We have one place available on this training programme at Chelsea Academy. If following interview you were considered to be a strong candidate, but Chelsea Academy did not have the capacity to offer you a place, the school can mark you as such on their interview form.

The WL TSA then has flexibility to pass your application on to other WL TSA schools running a similar programme without the need for you to make a fresh UCAS application.

You can see which other Alliance schools and partner universities are running similar programmes (Unsalariated Mathematics PGCE) by looking on the WL TSA website wltsa.org.uk (ITT tab/School Direct vacancies).

This potentially gives you access to a further 5 vacancies* (or 7* if you have a significant amount of work experience and wish to include our Salaried Maths programmes which lead to QTS rather than PGCE).

This would only be done with your consent and the full shortlisting/interview process would still need to be undertaken at another school and if necessary, university.

**figure reflects availability at the start of the recruitment year.*

2.3 Qualification Outcome – PGCE (M) with QTS

Successfully completing all aspects of the course, both during your school experiences and university based learning, will gain you the award of Postgraduate Certificate in Education (PGCE) which also carries 60 M level credits that may be used towards a subsequent Master's degree. The course also leads to the award of QTS (Qualified Teacher Status).

The programme is designed to support you in developing a range of skills that are required to become a successful teacher at the 11-14 and 14-19 age ranges. We want you to:

- Become an effective classroom practitioner; planning and delivering engaging and stimulating lessons
- Appreciate the similarities and differences in pupils, particularly in terms of their needs, their behaviour and attainment and how to plan for this in your lessons
- Develop a critical understanding of the Maths curriculum and pedagogy
- Begin to understand the complex range of whole school issues, the values and assumptions which underpin them and their application to school and classroom practice

This is achieved through the collaborative approach between teaching placements and university based learning at St Mary's.

2.4 School Component –Chelsea Academy

As your Host School, you will undertake your first teaching placement at Chelsea Academy. Through an initial programme of observations and research you will become familiar with the organisation and working of the school and department (pupil groups and pastoral systems, staffing, curriculum, resources, facilities, methods of teaching, lesson planning, and assessment).

From the beginning, you will be treated like a member of the teaching staff by fellow professionals. With your departmental mentor and Professional Coordinating Mentor (PCM), you will feel supported as you progress and become ready to teach as the placement progresses. Our mentors are very experienced teachers and undertake rigorous training to develop their mentoring skills to support your development as a teacher. The placement provides you with the opportunity to develop your teaching expertise and relationships with children and young people in a familiar environment.

As a Maths trainee teacher at Chelsea Academy, you will have the opportunity to teach across all key stages, including GCSE and A Level. Examples of KS3 topics taught: number and algebra; shape, space and measures, and handling data in order to assess the fundamentals in maths, reasoning and problem solving skills.

Your second teaching placement is intended for you to apply and develop your teaching skills whilst also widening your experience of the school system in a new context. We would endeavour to ensure that this second school is one of our WLTA partner schools but cannot absolutely guarantee this. Please be assured that the quality of the training will be quality assured by the WLTA and St Marys. You return to your host school after this second placement.

Throughout both teaching placements, your tutor from St Mary's will visit to monitor your progress and discuss your development with you and your mentors. You will also maintain close links with Chelsea Academy as your Host School.

2.5 University Component – St Mary’s University, Twickenham

As a St Mary’s University student, you will be part of the highly successful secondary PGCE (M) course and have full access to the University’s facilities, please see further sections for more details.

For the first few weeks in the Autumn term and again in at the start of the Spring term, you will be based at St Mary’s for QTS and PGCE pedagogy lectures with other secondary teacher trainees. Some examples of these include: teaching and assessing, classroom management, child protection. Subject based seminars follow up themes that have been discussed and raised in relation to Maths. These are led by your university tutor who will support your development through these tutorials, visits in your placement schools and guidance with your assignments.

2.6 Costs and Finances

The tuition fee for this course is £9,000 payable to St Mary’s University College.

Information about the level of bursaries can be found here: [Bursaries](#)

3 About this training provider

3.1 Introduction

The West London Teaching Schools’ Alliance (WLTSA) is your training provider. The WLTSA host school for this programme is Chelsea Academy and the partnered university is St Mary’s University, Twickenham.

All communication through the selection process will come from the WLTSA schooldirect@wltsa.org.uk Communication is only conducted and available during school term dates.

3.2 Childcare Facilities

There are no childcare facilities at Sacred Heart High School or St Mary’s University College. For further information about childcare in your local area please go to: <http://www.childcare.co.uk/>

3.3 Accommodation

As a St Mary’s University student, you are welcome to apply for university accommodation on campus:

<http://www.smuc.ac.uk/student-life/accommodation/>

However, it is often more convenient to find accommodation closer to your host school in West London to decrease travelling time.

3.4 Disability Access

The West London Teaching Schools’ Alliance and St Mary’s University College are committed to supporting students with disabilities. More information is available from St Mary’s University College Student Services:

<http://www.smuc.ac.uk/student-support/dyslexia-and-disability/>

You are encouraged to contact the WLTSA as early as possible in your application process so that your needs are met and support can be arranged – schooldirect@wltsa.org.uk

3.5 Where to find us

Chelsea Academy

Lots Road,
Chelsea
London SW10 0AB
[Location map | Chelsea Academy](#)

St Mary's University,
Waldegrave Road, Strawberry Hill,
Twickenham, TW1 4SX
<http://www.smuc.ac.uk/contact/>

4 Entry Requirements

4.1 Introduction

The PGCE (Secondary) is a challenging, exciting and rigorous course. The entry requirements are, therefore, necessarily stringent, both academically and personally.

4.2 Academic Requirements

You will need a recognised, good honours undergraduate degree, of class 2.2 or above, normally with a 'significant' proportion of Mathematics in the course content.

We welcome applications from graduates of Economics, Psychology, Science, Engineering, Computing and other mathematics or education related degrees but in such cases we expect you to have at least a good grade in 'A' level mathematics and preferably other appropriate undergraduate mathematical studies.

You will also need at least grade C or above at GCSE in English Language and Mathematics (or equivalent qualifications).

If you studied outside of the UK, you should visit the National Academic Recognition centre (NARIC) website to find out whether your qualifications are of an equivalent level to UK GCSEs, A Levels and an undergraduate degree.

4.3 School Experience

Prior to starting the course in September 2015, it is a requirement that you undertake two weeks recent school experience in the age group that you are training to teach in. For your UCAS application, you are also required to stipulate the school experience you already have. Successful candidates in previous years have undertaken at least two weeks school experience prior to applying to UCAS and have used this to support this application and at interview. This would therefore count as relevant school experience. NB: recent includes school experience from the previous 12 months from the date of application.

Relevant and recent school experience is an important and integral element of the course, providing you with the opportunity to observe a variety of teaching styles and to engage in some initial group and class teaching. It is advisable to gain experience in different schools to broaden your experience of teaching and strengthen your application.

4.4 Professional Skills Tests

You are required to have passed the Professional Skills Tests in numeracy and literacy before you start the course. These can be taken as soon as you apply for the course and we ask that you book them (through the DfE website) promptly after application. The test centres often get very full in the summer months.

These tests are distinct from WLTA tests at interview.

4.5 Medical Fitness

As part of the entry requirements set down by the Department for Education, training providers must ensure that all entrants have met the Secretary of State's requirements for physical and mental fitness to teach. The university will send a medical assessment questionnaire to candidates who accept offers on this programme and you would be required to pay a fee of £20 for this medical assessment.

4.6 Protection of Children and Clearance from the Disclosure and Barring Service (DBS)

We have a duty to protect children and vulnerable adults, and to ensure that they are not put at risk by student teachers whose previous conduct shows that they are unsuitable for access to these vulnerable groups. If you are offered a place on the PGCE programme, the university will provide you with a form to apply for an Enhanced Disclosure certificate from the DBS as a requirement of entry to the course. Please note you would be required to pay £44 for the check.

5 What we are looking for

5.1 Enthusiasm, Willingness to Collaborate and a Practical Approach

We wish to recruit well-qualified mathematicians who are enthusiastic about teaching maths to secondary school pupils in the twenty-first century. We are looking for applicants who can convey that mathematics is fun as well as useful; and can show enthusiasm for teaching topics in a relevant and interesting way.

You should be prepared to link your teaching to real life situations and problem solving scenarios, as well as wanting to find ways to help pupils to overcome difficulties and misconceptions.

You should adopt a positive approach to inclusion in the classroom and be receptive to learning via collaborative working, as much emphasis is placed on sharing best practice. The course places great emphasis on promoting practical and resourceful approaches to the teaching and learning of maths.

5.2 General Personal Requirements

At a more general level we are looking for the following attributes:

- An ability to communicate clearly and grammatically in written and spoken English;
- Ability to show speaking, reading and listening skills and sufficient understanding of educational language and terminology to be able to respond appropriately at interview (and, later, in school);
- Awareness of and sensitivity to adolescents' physical, social, emotional and cognitive needs and to the range of attitudes and behaviours displayed by adolescents in school;
- Enthusiasm for your subject while recognising the range of ability and motivation of pupils you will encounter;
- Knowledge of current educational issues, both general and subject-specific;

- An openness to learning, including a willingness to unlearn rules and experiences in order to adapt to current and future good practice in teaching and learning;
- At least basic Information and Communications Technology (i.e. computer) skills, with a commitment to developing these both for personal and pedagogical use;
- Openness to advice, guidance and positive professional criticism as part of development;
- Personal professionalism, including diligence, organisation, smartness of dress, punctuality and a commitment to full attendance;
- Ability to shoulder individual responsibility but also to work collaboratively as a member of a team;
- Good health, physical and mental, with ability and strategies to cope with stress often generated by the demands of the course and of the teaching profession;
- Commitment to equal opportunities and sensitivity to the variety of communities represented in our partner schools;
- A sense of humour and an ability to laugh at yourself;
- A vision of teaching that is more than just giving information, interpreting printed materials, textbook or crowd control; and
- A willingness to work with pupils beyond the school day.

6 How we select our trainees

6.1 Selection

The host school will shortlist applicants for interview, with no fixed deadline. St Mary's University will also play a part and will review the shortlist. We may go through this process more than once for any particular programme.

6.2 Interviews

Interviews are likely to take place in the morning and will be held at Chelsea Academy. The session may include for example

- a tour of the school
- literacy and numeracy tests
- classroom exercise
- panel interview

Further details will be emailed as part of your interview confirmation.

In the afternoon, you may be required to travel to St Mary's University to attend to paperwork/qualification checks, etc., with their Registry Dept.

6.3 Notification

If you are selected for interview we will upload the interview date to UCAS. You should be aware that UCAS will not automatically notify you if an interview date has been uploaded, so it is your responsibility to check the UCAS site regularly.

The WLTA will also contact you about the interview directly by email; please ensure that you also regularly check your spam folder. The interview email will ask you to confirm your attendance at the interview to the host school. The relevant email address will be supplied.

Offers are uploaded to UCAS and candidates are notified of this by email from WLTA.

You are entitled to wait for the outcome to all your applications before accepting an offer on UCAS and we fully endorse this.

If you did however make up your mind to accept our offer before hearing back from other programmes, then you would have to withdraw from them on UCAS in order to be able to upload your acceptance.

No further formal paperwork regarding the programme would be issued from the Alliance or the university until the offer had been accepted on UCAS.

