



## North Charnwood Learning Partnership (NCLP) School Direct

### MATHS ENTRY PROFILE

#### Why train with us?

- QTS, PGCE with 90 Masters credits from the University of Leicester;
- NCLP is a well-established partnership of secondary schools with a strong track record of training and developing excellent teachers across KS 3-5;
- A strong working relationship between NCLP and the University of Leicester;
- NCLP is located in the Loughborough and the wider North Charnwood locality, a compact geographical area well served by public transport;
- Two contextually diverse teaching practice placements;
- A high-quality professional development programme (PDP), held weekly within the NCLP schools, run by outstanding practitioners in a number of teaching areas, including SEN, EAL, Most Able, Boys achievement, Literacy, Pastoral, Behaviour management;
- An additional supportive network of fellow PGCE students from a range of subject areas, alongside the core PGCE students from the university;
- Experienced mentors within placement schools;
- Application and interview techniques seminar and 'mock' interviews to support students when applying for teaching posts.
- **100% pass rate for our School Direct PGCE programme.**
- **100% of our students who have trained with us and who applied for a teaching post were successful.**

#### Which schools are involved?

Limehurst Academy (Lead school)  
Castle Donington College  
Charnwood College  
Humphrey Perkins  
Iveshead School  
Maplewell Hall School  
Rawlins Academy  
Woodbrook Vale

For further information about the NCLP Partnership go to [www.limehurst.org.uk/schooldirect](http://www.limehurst.org.uk/schooldirect). If you would like to contact us email: [schooldirect@limehurst.org.uk](mailto:schooldirect@limehurst.org.uk)

#### About This Training Programme

#### How is the NCLP School Direct Course organised?

NCLP students will spend the majority of the course on placement within two of our schools. The initial weeks of the PGCE course will be spent in The University of Leicester's School of Education receiving a grounding in the teaching skills that will be used and developed on the school placements. Following this, students will have two substantial school placements at NCLP schools:

- Phase A includes 9 weeks teaching practice at the first NCLP school
- There will be a reflective period at the University between the two school placements to further develop teaching skills.



- Phase B is 12 weeks teaching practice at a second NCLP school.

The programme includes a week's attachment to a Primary school. This attachment gives an invaluable insight into pupils' prior school experiences before reaching secondary school. The University provides materials incorporating designated tasks and critical readings to enable trainee teachers to make the most of this experience and they are designed to support the completion of an assignment.

Throughout the course students will meet regularly with other NCLP trainees on our excellent professional development programme to develop skills and share experiences. Overseeing and supporting you through the course you will benefit from having a mentor in school who is a good or outstanding practitioner. They will provide close monitoring and guidance for your teaching in your department.

A senior member of staff, the Initial Teacher Training Co-ordinator, holds overall responsibility in school for the training of trainee teachers and again these are excellent practitioners with a wealth of experience to oversee your school experience.

## How the University course is organised

### **What is taught on this course?**

There are two inter-related strands: subject work and the Teacher Development Course, both in the University and in schools. A number of features are common to all subject courses:

- Close links between the University and its partner schools/colleges, so that experiences in the different institutions draw upon and inform each other
- The importance of Individual Action Planning to chart the way through the training year; trainees are required to identify their own needs and make appropriate plans to fulfil them, with the support of University tutors and school-based staff
- University sessions are mainly seminars, workshops and tutorials, with an emphasis on participation, collaboration and active approaches
- A number of subject sessions, particularly in the early part of the course, concentrate on fundamental matters such as lesson planning and evaluation, literacy, preparation of resources, adapting to various levels of ability and the importance of assessment, recording and reporting achievement
- Emphasis on the crucial importance of secure subject knowledge and familiarity with the National Curriculum and with post-14 or post-16 provision in each subject
- Opportunities and encouragement to develop expertise in using Information and Communications Technology in teaching
- Opportunities for embedding PSHE within subject teaching
- Expectations that trainees will aim to experience as wide a range of school and departmental activities as possible, to demonstrate enthusiasm and commitment throughout, and to work hard to develop their personal and social skills

The University Teacher Development Course focuses on three key strands: Professional Values; Reflective Practice and Career Development. It explores a central core of issues which are of concern to all teachers, such as positive behaviour management, literacy and functional skills, English as an Additional Language, learning theory, diversity and inclusion, equality, safe guarding, creative engagement, PSHE and form tutoring. Compulsory core sessions are supplemented by a programme of additional workshops and school visits which are often led by visiting experts including colleagues from University of Leicester partner schools. These sessions include topics such as voice production, counselling skills, dyslexia and teaching sport. Trainees choose which of these they wish to attend, according to their own interests and development needs.



Every trainee teacher maintains a Teacher Development Record. This is where you will log evidence of your progress. You will also be expected to write entries in a Reflective Journal to record and reflect on key moments and critical incidents in your professional development.

## **Assessment**

Continuous assessment is used throughout the course and there are no examination papers set by the University.

Successful completion of the course leads to **either** the Post Graduate Certificate in Education and 90 credits at Masters level awarded by the University of Leicester and Qualified Teacher Status awarded by NCTL **or** the Professional Graduate Certificate in Education awarded by the University of Leicester and Qualified Teacher Status awarded by NCTL.

- follow the course satisfactorily by attendance, participation and completion of set work
- reach pass standard both in written assignments and in practical teaching
- demonstrate that they have met all three Assessment Areas and Teachers' Standards laid down by NCTL, including passing the QTS skills tests in Numeracy and Literacy

Judgements about progress are made jointly by University staff and by school colleagues. A guiding principle is early identification of any difficulties so that appropriate action can be taken.

End of course 'failure' is consequently very rare and our trainee teachers are often commended for their significant achievements.

## **Entry Requirements**

**Minimum degree required:** Lower Second

### **Degree and Post-16 qualifications**

Applicants for all subjects should normally have an upper second honours degree. This should be in a subject closely related to the subject specialism you wish to pursue. As a guideline, the main subject should have comprised at least 50% of the degree course and/or have been successfully studied at GCE Advanced level or in a further degree. In exceptional circumstances we accept applicants whose degree does not meet these general guidelines. We look at each individual case on its merits; you may therefore wish to make out a case for the relevance of your degree on your application form, and should be able to do so if required at interview.

### **Subject specific requirements**

**For Mathematics PGCE:** applications are welcome from students with very good qualifications in their Mathematics qualifications at GCSE (grade A or above) and A level (grade C or above) or equivalent and at honours degree level. Those students with joint or combined honours degrees in which mathematics is a major subject are also welcome to apply. Students with degrees in academic backgrounds including Economics and Physics have also made successful applications in the past. In all cases applicants should be able to demonstrate a genuine interest in and enthusiasm for Mathematics at interview.

We welcome applications from mature students who are returning to full-time work or who are making carefully considered decisions to change careers.

We expect all prospective students to have spent 10 days or more observing, and possibly assisting, learners and teachers in secondary Mathematics classrooms in order to familiarise themselves with current developments in Mathematics teaching



## **GCSE subjects**

We have no specific GCSE requirements other than the minimum required by NCTL: a Grade C or equivalent in Mathematics and English Language.

Candidates must have the Maths GCSE or equivalent at the time of applying but can be given the opportunity to take an equivalency test in English if they are offered a conditional place at interview.

## **Equivalent qualifications**

We welcome applicants with a range of qualifications, providing these are recognised by NCTL as being equivalent to their minimum requirements. Full details of these qualifications can be found on the UCASTT website.

## **What We Are Looking For**

School Direct Secondary PGCE is a challenging course, and we are looking for applicants with a wide range of skills, knowledge, experiences and an aptitude for teaching. Our key selection criteria are set out below:

### **Ability to form relationships**

Developing positive relationships with both young people and adults lies at the heart of effective teaching. The ability to listen, be sensitive, work collaboratively and respond to the needs of others is crucial, and our selection process pays particular attention to these qualities.

### **Good communication skills**

Teachers need to present themselves appropriately when working in small and large group situations with both adults and young people. You should be able to express your ideas confidently both orally and in writing and make effective use of technology to support learning.

### **Commitment to learning and teaching**

Teachers must be positive role models who make young people's learning their first concern. We are looking to recruit individuals who understand the position of trust which this role places them in. You should be able to demonstrate a professional regard for the schools you will work in and the potential for promoting positive values and attitudes.

### **Reflective qualities**

Effective teaching is more than simply a set of skills and knowledge; it is an intellectually demanding pursuit that requires an ability to analyse and reflect upon experiences. This is likely to be demonstrated in our selection process by candidates expanding on their previous experiences in school settings, and displaying a capacity to structure thoughts and to raise and answer related questions both in discussion and in writing.

### **Awareness of contemporary issues in education**

Successful teaching depends on a commitment to on-going professional development. We look for self-motivated candidates who are able to engage in informed discussion of key contemporary issues in education. You should be able to show that you are able to take responsibility for developing your professional skills and understanding.

## **How We Select Our Trainees**

### **Application stage**

When we receive applications, we are initially looking for evidence across a range of areas, such as:



- Suitable academic qualifications (refer to entry requirements section above)
- Experience (paid or voluntary) in maintained schools or educational-related settings, or in wider working with children or young people
- A personal statement which shows an ability to reflect on this experience
- An awareness of contemporary issues both generally in education and subject specific
- Any particular outstanding skills/experience including subject specific skills
- Two references that substantiate performance to date and indicate potential (if you are an undergraduate please be advised that one of your referees should be able to comment on your predicted degree class)

### **Interview stage**

Students will be invited to their first interview with NCLP School Direct in the Lead School where they will have an opportunity to take part in a number of school based activities during a normal school day, including;

- An opportunity for them to observe and then discuss a lesson in their chosen subject
- An interview with a pupil panel, selected from the school council
- A pre-prepared presentation activity
- A formal interview

The day is designed to be challenging but also an enjoyable experience.

Successful candidates will then attend a second interview day with The University of Leicester where the selection process takes most of a day, during which you will participate in a small group discussion and presentation activity with candidates from a range of subjects.

The day will also involve:

- An individual interview with the University Subject Tutor(s) and visiting teacher(s). You will be encouraged to demonstrate commitment to your subject, to reflect on relevant previous experience, and expand upon the skills, knowledge, experiences and aptitude that you can bring to your training.
- A short subject specific written task which is designed to explore aspects of your subject knowledge and the quality of your expression\*.

Further details about the selection process are on the School of Education website  
<http://www.le.ac.uk/education>

*\*The University of Leicester is committed to Equal Opportunities for all students and potential students, and support is available for candidates for whom this task might present a challenge. Potential applicants for whom this may be a consideration are advised to contact the Secondary PGCE team in advance.*



## **Career opportunities**

Trainee Teachers from NCLP schools have an excellent track record in gaining employment and the training and support we provide will ensure that our trainees have the best possible opportunities for securing their first teaching post.

**100% of our students who have trained with NCLP and who applied for a teaching post have been successful.**

Information on previous PGCE graduates trained by the University of Leicester PGCE programme supports this: *“Statistics in recent years show that 96% of our trainees have secured teaching posts immediately on qualifying. Over 60% of those are working in schools and colleges in Leicester and Leicestershire and 83% work in the Midlands. Many of our former trainees now have posts of responsibility in schools and now work as subject leaders, senior managers and head teachers.”*

**Claire and Charlotte at North Charnwood Learning Partnership would be delighted to hear from you.**

**For further information about the NCLP School Direct teacher training programme:**

**[www.limehurst.org.uk/schooldirect](http://www.limehurst.org.uk/schooldirect).**

**Email: [schooldirect@limehurst.org.uk](mailto:schooldirect@limehurst.org.uk)**

**Phone: 01509 263444 and ask for School Direct**