



North Charnwood Learning Partnership (NCLP) School Direct

PHYSICAL EDUCATION ENTRY PROFILE

Why train with us?

- QTS, PGCE with 90 Masters credits from Loughborough University;
- 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 Loughborough University;
- 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;

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. If you would like to contact us email: schooldirect@limehurst.org.uk

A quality working partnership with Loughborough University:

A key element of the quality of our training is the partnership working with the Loughborough University School of Education. Students will receive input from the University throughout their training especially in the first weeks and between the two teaching practices. The final certificate for the course will be awarded by Loughborough University.

The Loughborough University School of Education has been one of the foremost teacher training institutions for many years and is in the 'Top 20 for Teacher Education' in Smithers' The Good Teacher Training Guide published in 2013. The School of Education is located in the heart of Loughborough, with an excellent bus service to the campus with all of the supporting facilities our Physical Education trainee teachers will require.

Loughborough highlights the following strength of their Secondary Physical Education PGCE course "*Loughborough University has a strong tradition of teacher education and a history of successfully producing teachers who are in great demand by schools and colleges in the UK and overseas. We are renowned for the high quality courses we offer in Physical Education and*



Mathematics. Our courses have been highly rated in Ofsted inspections and Loughborough has been assessed as a category 'A' provider, representing 'outstanding' provision, three consecutive times since 2005. Loughborough's expertise in the training of Physical Education teachers is recognised nationally and internationally."

"Young people need a good education which will provide them with: the knowledge and skills to understand the world; the attitudes and willingness to communicate with others and to express their own ideas and opinions; an awareness of the world of work and the competence to make a good job of whatever they undertake; a sense of right and wrong; and an appreciation of the values and beliefs in a modern diverse society. This may seem an idealistic view of what every young person needs to develop during their schooling, given the realities of schools and of the resources available. However, it is nevertheless what teachers strive to achieve for every young person. Providing this kind of education demands good teachers. It is such teachers that we develop at Loughborough. It is our aim to help you to learn effective teaching skills, to be well informed about educational matters, and to maintain an open and creative mind."

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 Loughborough University'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 1 includes 10 weeks teaching practice at the first NCLP school
- Phase 2 is 11 weeks teaching practice at a second NCLP school.

There will be a brief reflective period at the University between the two school placements to further develop teaching skills with a final week at University before completion of the course.

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 PE students will meet regularly with other NCLP trainees from a range of subjects 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 the PE department 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

"The heart of the course is the development of your teaching competence...within two different secondary schools... where you will have the support and guidance of experienced teachers"



Alongside the extensive teaching experience in schools, you will undertake two other elements within the course at the university, developing the links between the theoretical and practical aspects of teaching. These are;

1. Subject Methods courses in which you learn to teach your chosen subject (Physical Education), these will:
 - Equip you with the knowledge of the National Curriculum in Physical Education and develop those competences required to teach P.E. to the 11-18 age range.
 - Develop skills associated with the presentation and communication of P.E., planning individual and a series of lessons, the organisation and management of groups of pupils and assessing, recording and reporting of pupils' progress, achievement and attainment.
 - Help you learn how to use ICT within teaching of P.E. to enhance pupil learning.

2. General Professional Studies through which you come to understand the framework of the education system and how to contribute professionally to the wider role of the teacher responsible for the personal, social and health education of pupils.
 - An introduction to key educational issues and the legal and professional responsibilities of teachers.
 - An understanding of your responsibility towards working with others within the educational system ... parents and the wider community.
 - Contributing to debates on complex issues within education.

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 Loughborough University and Qualified Teacher Status awarded by NCTL **or** the Professional Graduate Certificate in Education awarded by Loughborough University and Qualified Teacher Status awarded by NCTL.

In addition, the PGCE students must:

- 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 on a regular basis throughout the course. 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

Physical Education PGCE is a particularly desirable course and therefore the entry requirements reflect the high quality of candidates which are attracted to a career in teaching.



Minimum degree required: Upper Second

Degree and Post-16 qualifications

Applicants for Physical Education should normally have a minimum of an upper second class 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 in Physical Education/Sports Studies/Dance (or equivalent), Sports Leaders Awards. 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.

On entry to the course you must also hold at least one National Governing Body (NGB) coaching or other relevant qualification or certificate.

Subject specific requirements

For Physical Education PGCE: applications are welcome from students with good/very good qualifications in their Physical Education GCSE and GCE A level Physical Education/Sports Studies/Dance (or equivalent) and at degree level. We welcome applications from mature students, with relevant experience, 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 PE lessons in order to familiarise themselves with current developments in PE teaching and to show a commitment and enthusiasm for working with young people.

Prospective students must be medically fit - be in sound physical and mental health, i.e. meeting the Secretary of State's requirement for health and physical capacity to teach. Ideally with a proven good attendance record.

We are interested in candidates showing enthusiasm for their subject in a variety of ways, for example, through their leisure pursuits, attendance at local/national sporting events. We also expect a reasonable level of awareness of major recent and current issues in education and developments in Physical Education.

GCSE subjects

We have no specific GCSE requirements other than the minimum required by NCTL: 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 attend an 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.

Students will also attend an interview with Loughborough University where the selection process takes most of a day during which you will participate in a small group discussion and presentation activity.

**Loughborough University 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.

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.

Email: schooldirect@limehurst.org.uk

Phone: 01509 263444 and ask for School Direct