



Teach Central

Formerly RSAA Teaching School Alliance

ITT Programme

2023-24

Interested
in a career in
teaching?



SOCIAL JUSTICE THROUGH EXCEPTIONAL SCHOOLS



Central Region
Schools Trust

Founded by the RSA

Headline Figures 2021-22

- 100% of secondary trainees passed at Grade 1& 2
- Teach Central Completion Rate (Secondary) 100%
- Teach Central Completion Rate (Primary) 100%

If you are interested in School Experience, please contact twilson@crst.org.uk to organise time in one of our partner schools across the family.

We are located in schools throughout the West Midlands and Worcestershire and can offer experience across Primary, First, Middle & Secondary phases.





Teresa Wilson

Trust Lead ITT &
Early Careers



Guy Shears

CEO



Matthew Purslow

Assistant Principal
(School Improvement)

“Welcome”

“Teach Central & the wider Central Region Schools Trust has a strong history of supporting educational innovation, thinking and approaches through high quality training, delivered by experienced practitioners in our outstanding schools. Our tailored Professional Development programme ensures that our trainees can successfully progress on their chosen career path. We invest heavily in research and development opportunities, to further support social justice through exceptional schools.”

TEACH CENTRAL

Teach Central, formerly ‘The RSAA Teaching School Alliance’, part of Central Region Schools Trust, is led by Good and Outstanding schools across the West Midlands and the wider central region. We work in partnership with all phases of education including - first, primary, middle, high and secondary schools. Our schools are located in different areas across the Midlands; we can offer training in Birmingham, Dudley, Redditch (South Birmingham), Kidderminster, Worcestershire and Warwickshire. Through our family of secondary,



high, middle, first and primary schools, we provide a range of professional development opportunities to teachers at all stages of their careers. One of our main aims is to take a leading role in recruiting and providing high quality training to new entrants to the profession, identifying leadership potential and supporting teachers on a successful career path.

Initial Teacher Training

Why train with us?

Headline figures 2021-22

- * 100% Secondary trainees passed at Grade 1&2
- * Teach Central completion rate (Secondary) 100%
- * Teach Central completion rate (Primary) 100%



Working with Teach Central brings endless opportunities and unique benefits to trainee teachers.

There is a strong encouragement and support for teachers as researchers, who are encouraged to try out new things and share their findings. There is also opportunity to have a wider influence on education. The Central Region Schools’ trust continue to contribute to the education debate, and there are opportunities for trainees working within the trust to be part of this.

The School Direct programmes allow our schools the opportunity to further enhance our teacher training provision. We have developed new, exciting, innovative programmes with highly regarded local Higher Education Institutes. Teach Central, Birmingham City University (Secondary), and Haybridge SCITT (Primary) are proud to be working together to provide innovative and creative routes into teaching. These partnerships allow us to work closely together to provide trainee teachers with the opportunities they need to become creative and inspirational leaders of learning who will motivate and engage all learners. Our partnerships aim to produce highly skilled graduate teachers who have an in-depth knowledge and understanding of teaching and learning, which will enable them to demonstrate the highest levels of professional practice.

Our partnerships offer unrivalled facilities and excellent teaching informed by research and evidence. Teachers, as experts, support our trainees to develop into the next generation of great practitioners and leaders. Our programmes prepare trainee teachers to address the needs of all learners and their communities, to overcome disadvantage and barriers to learning and to continually reflect upon the impact of their professional practice.

We offer multi-tiered levels of support to guarantee that our trainees make exceptional progress throughout their training and beyond. Central Region Schools Trust ensure the best possible educational

outcomes for the children in our care, to prepare them for a happy and fulfilling life.

Our programmes last for one academic year (September – July), during which time you will undertake two high quality school placements across our multi academy trust, and extensive network of partner schools.

You will also enjoy a bespoke programme of training developed, and delivered by our family of schools and partners. For training bursaries information, visit the [“Get into Teaching website.”](#) The training programme will be for one academic year and is a full-time programme.

There are minimum entry requirements for all of our School Direct ITT programmes. Our courses have been designed to build your confidence and subject knowledge and give you the necessary



skills to become an effective classroom practitioner.

We strongly believe in school-led training, because we recruit high calibre trainees, and support them to become the very best practitioners and in turn transform students' outcomes through challenging and stimulating teaching. We provide one-to-one support and access to a comprehensive and tailored CPD package, which will ensure you are fully supported throughout your training year and your professional development.

Teach Central and our partners, including BCU and Haybridge SCITT, work closely together to deliver a programme to meet the needs of local schools, local learners and local teachers. Trainees spend the majority of their time in school-

Initial Teacher Training

based practice and centre-led training sessions at specific times.

Central to the curriculum is the study of education, pedagogy and professional practice from both generic and subject-specific perspectives, which is delivered using a combination of practical workshops, taught sessions, seminar groups and individual study. Integral to our ITT programme is our 'bespoke' design thinking model which is offered throughout the training year to empower trainees to engage with research to raise standards of progress for all learners; this model focuses on creativity, initiative and 'out of the box' thinking.

To complement this, we offer a programme of subject knowledge and enhancement that supports the development of subject pedagogy. Specialist subject knowledge is up-dated throughout the course to ensure trainee teachers are fully conversant with curriculum requirements.

Trainee teachers are expected as early career professionals to take on significant responsibility for their own progress and development. A system of professional development profiling is welcomed, particularly amongst those who have completed the course because it sets them apart from their peers in their first year of teaching.

On completion of your training you will be awarded a PGCE with QTS; the programmes are assessed at masters (M) level. Graduates of the Schools Direct programmes will be confident, passionate, knowledgeable and reflective teachers, ready to embark on a rewarding and fulfilling career, hopefully taking up positions that arise within our partnership of schools.



School Direct Programmes

What is Schools Direct?

This school-led option offers practical, hands-on training and education based in good schools across the country. School Direct courses are designed by groups of schools – with a university or a SCITT – based on the skills they are looking for in a early career teacher (ECT). The schools recruit you as a trainee onto their School Direct course. This is a popular choice for those who hope to secure a role in the network of schools where they train. There are two options available for School Direct training. Our family of schools has a wide geographical base—applications, where possible, will be matched to your preferred location.

Option 1 Schools Direct Salaried (Secondary & High only)

Aimed at those with some classroom-based experience. We will consider career changes on a case by case basis, dependent on experience. This experience will normally have been gained since leaving university and does not have to be within an educational setting, although it could be.

You are employed as a member of staff in school, as an unqualified teacher and paid a salary.

Option 2 Schools Direct Training Route (Primary, First, Middle, High & Secondary)

Open to all graduates who meet the minimum entry requirements. You are strongly advised to check the entry requirements prior to application. If in doubt, please [contact us](#).

Funded by tuition fees (£9,250) paid by the trainee directly. You will be eligible for the standard student support package, including training bursaries, tuition fee loans and scholarships where applicable.





My teacher training journey has definitely been one to remember. During my interview, I immediately felt comfortable and welcomed by Teresa and the DoL for English. I have received so much support from everybody in the school. There's always a warm welcome in the mornings, and all staff in the department have been great for advice and support. Moreover, training with so many other trainees has been highly beneficial, from sharing resources to supporting each other with planning and CPD

It is important to say that as a cohort you feel well supported and that is expressed through all trainees. The support from mentors and staff is invaluable. However, you don't go on this journey alone. You are alongside other trainees, in the same position as you. The opportunity to share experiences and practices alongside supporting each other is extremely beneficial. In years to come, when I have 10 years of experience behind me. I will look back. I will look back at the invaluable experience that training with Teach Central gave me. The Teach Central School Direct was the best decision I have made to support my career. From the knowledge gained to the support provided, there is not one thing I can find to fault the course. I have developed as a teacher, as an individual and that is all down to the Teach Central course and the opportunity to learn on the job.



The help, support and guidance which was available to me as a trainee was phenomenal. My professional mentor, subject mentor and department were always at hand. Nothing was ever too much of a bother for them and they would always point me in the right direction. However, alongside these individuals there was a general feeling of teamwork across the school. Teachers in different departments and staff in various areas are always willing to assist you without hesitation. This gave me the opportunity to not only develop my knowledge and relationships within my department but throughout the whole school. The organisation, communication and support which I experienced in this course was exceptional.



Teresa provides constant updates to trainees whether this be via email or face-to-face to ensure support is provided. However, these emails also come with a personal touch which Teresa often expresses her gratitude towards trainees and this recognition is widely appreciated and often needed.



It has been a pleasure to work alongside Amie this year. She has been endlessly accommodating and versatile, throwing herself into every aspect of school life. She has established really strong relationships with children, parents and school staff. The children see her as their teacher and turn to her as often as they turn to me or Julie. She has been reflective in the development of her skills during her placement, takes every bit of advice offered and implements it. She is a super teacher. We will miss her and wish her so much luck in her future career.

Amie has grown into the role of teacher over the course of the year. I have been lucky to have taught some of the lessons she has planned in a parallel class and they demonstrated a great understanding of how learners develop. As Alison said, she has been adaptable and willing to be part of the team through difficult times. She has a bright future as a teacher ahead.

Holly has had a wonderful year at Abbeywood and has grown into a confident, enthusiastic teacher. Being flexible and adapting to different situations is something Holly has consistently done; an example being, during lockdown, delivering high quality teaching remotely which was a challenge for the most experienced of teachers! Perhaps, one of Holly's greatest strengths this year has been building relationships with the pupils in class and creating a happy, productive learning environment. This foundation being crucial for effective learning. It has been a pleasure watching Holly develop and everyone at Abbeywood wishes her all the best in the future.



Amber has been a joy to have as a trainee teacher. She is so conscientious, incredibly organised, has infectious enthusiasm, and a real passion for the role. Amber always plans and delivers fantastic lessons which put the students' needs first. She has been commandeered by the SLT to edit end of term assemblies and her IT skills have been invaluable during this strange COVID year, where she delivered amazing online lessons. Amber has made me laugh so many times..... sometimes to the point of tears. She has also kept me sane in this lonely Covid year and I will miss her. I wish her the very best of luck in her new role, I'm sure she will continue to excel, and the students are very lucky to have her as a teacher.



What we are looking for

We are looking for people who have the right personal qualities and potential to be a passionate and committed teacher to improve the outcomes for the young people we work with. While experience of working with young people is not essential, it is often found that the strongest applicants are those who have shown an interest in working with young people and a willingness to get some experience of school where possible. You are likely to be asked at interview about your experiences of being in a school, even if it just from an observational point of view. We are looking for those who have:

- Excellent communication and organisational skills
- Commitment to working hard
- Ability to establish good working relationships
- Confidence and ability to engage with children
- Commitment to a professional team
- Commitment to excellence in education
- Flexibility

Training Programme

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Trainee teachers are expected, as early career professionals, to take on significant responsibility for their own progress and development. A system of professional development profiling is welcomed particularly among those who have completed the course because it sets them apart from their peers in their first year of teaching.

We offer multi-tiered levels of support to guarantee that our trainees make exceptional progress throughout their training and beyond: our provision includes subject based mentor with a dedicated session each week one-to-one, professional mentor, Director of ITT and University tutor.



DFE APPLY

Applications are made on the [DFE Apply](#) website.

4th October 2022

'Find' courses opens

DFE Apply 2022 'find post-graduate courses' goes live in early October

11th October 2022

'Apply' stage opens

Applicants will be able to start their applications from mid October.



Subjects Offered

We are offering the following places for September 2023:

Primary (all School Training Routes)

Programme: Primary General, aged 5-11 years.

We will be working closely with Haybridge SCITT to provide a bespoke training programme, which is the highest calibre in supporting teacher development throughout the primary phase. Training will include a theory based approach interwoven with the practical application of the pedagogy.

(If you have an interest in SEND, we can offer opportunities to focus on this as a specialism for your training. This will include tailored SEND sessions and provision for a SEND placement; please state this in your application.)

Secondary

Schools Direct Salaried:

- Chemistry
- English
- Mathematics
- Modern Languages
- Physics

Schools Training Route:

- Art and Design
- Biology/Chemistry
- Physics
- Computer Science
- Design Technology/Food & Product Design
- Drama
- English
- Geography
- History
- Music
- Mathematics
- Modern Languages
- Physical Education
- Religious Education

Entry Requirements

A degree from a UK Higher Education Institution or equivalent qualification. A 2:1 is desirable but not essential; we will consider a lower class degree, or if an overseas applicant, a 2:2 or equivalent. In all cases, we consider each application on an individual basis.

Secondary candidates should note that subject knowledge will be judged on a case by case basis; however, salaried applicants must demonstrate a good understanding of their subject discipline/specialism. For secondary candidates; a standard equivalent to a grade C in the GCSE examinations in English and Mathematics is required. For Primary applicants, English, Mathematics and Science are required at Grade C or equivalent.

- All entrants have achieved a standard equivalent to a grade C in English, mathematics and science (Primary)
- All entrants hold a degree from a United Kingdom Higher Education Institution or equivalent qualification (including overseas qualifications, professional or vocational qualifications)
- All entrants hold suitable qualifications, either in their chosen subject area, or demonstrate capacity to complete a subject enhancement course
- All candidates are required to apply via DFE Apply. Applicants will receive notification of successful or unsuccessful application within 40 days of submission.
- All entrants have provided suitable references and have been subject to Disclosure and Barring Service (DBS).
- Applicants/trainees with disabilities are under no obligation to disclose their disabilities.



Initial Teacher Training

How we select our trainees

Teach Central, Birmingham City University (Secondary) and Haybridge SCITT (Primary) will check all applications. Applications will be matched, where possible, to their preferred geographical location of school. Those applicants meeting the entry criteria will be shortlisted and invited for interview which will involve:

- A range of tests and activities to test suitability for teaching
- A formal interview, which will consist of a panel of senior staff, asking a series of questions, covering a variety of topics
- A short interaction with students. This will include a teaching element for up to 30 minutes
- A 30 minute written task. Applicants will be given material to study relating to the task before the interview

Further checks will include:

- References (if not already done)
- DBS
- Physical & mental fitness to teach
- Verification of qualifications (if not already done)

Contact:

For enquires about Initial Teacher Training at Teach Central, please contact:

Teresa Wilson, Trust Lead ITT & Early Careers, Teach Central c/o Assay Studios, Newhall Street, Birmingham, B1 5SF

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