

## Undergraduate Subject Information

### Mathematics

We are looking to place trainees in schools where they will gain experience of teaching Mathematics at Key Stages 3, 4 and 5, if available. It will also be useful for trainees to observe and gain feedback from a range of teachers in the Mathematics Department. Trainees are expected to be involved in assessing work produced by their classes and producing good quality feedback to learners. Opportunities for trainees to contribute to PSHE and Citizenship as appropriate, will also be required. Our aspiration for all trainees is to develop their teaching practice on Phase 1A and 1B and demonstrate greater autonomy and independence on Phase 2. By the end of their training, it is expected that all trainees will have developed competence in meeting the Teachers' Standards at grade 2 or above. School based mentors are supported through regular visits by experienced tutors from Edge Hill University, who will provide additional support where necessary. If you have any queries please contact the Course Leader, Ghada Nakhla [ghada.nakhla@edgehill.ac.uk](mailto:ghada.nakhla@edgehill.ac.uk)

### English

Year 1 trainees will be expected to observe, help out in classes and gradually work towards teaching individual, full English lessons at Key Stage 3 or Key Stage 4 by the end of the placement. A Level observational experience (if available) would be desirable, but not essential. Trainees are working towards their subject degree in English with Qualified Teacher Status. Their Year 1 subject study modules cover an Introduction English Language Study, Literary Theory, The Western Canon and contemporary Literature.

In Year 2, all trainees should develop their teaching practice on Phase 1B. It would be useful for trainees to observe and gain feedback from a range of teachers in the English department. Trainees are expected to be involved in assessing work produced by their classes and producing good quality feedback. Opportunities for trainees to contribute to Literacy projects, PSHE and Citizenship as appropriate would be advantageous.

Demonstrating greater autonomy and independence on Phase 2, it is expected that all Year 3 trainees will develop competence by the end of their training in meeting the Teachers' Standards at grade 2 or above. School-based mentors are supported through regular visits by experienced tutors from Edge Hill University, who will provide additional support where necessary. If you have any queries please contact the Course Leader, Michaela Smith [michaela.smith@edgehill.ac.uk](mailto:michaela.smith@edgehill.ac.uk)

### Religious Education

We are looking to place trainees in departments that can provide experience of RE at both KS3 and KS4 (including GCSE) and where available A Level Religious Studies. We also value opportunities for trainees to understand the pastoral roles with in school, by working with a Form Tutor. They should also gain experience of PSHE, and other humanities subjects as appropriate. We prepare our RE trainees through a programme based on the principles of exploratory, pluralistic and non-confessional multi-faith RE. We promote the enquiry based approach to RE advocated by OfSTED (2013).

By Phase 1A students have completed some Christianity modules as well as Hindu Dharma and Islam. These courses include visits to places of worship. They should understand the principles of planning and pedagogy.

In Year 2, Judaism, Buddhism and the Old Testament are the areas of subject knowledge developed and students will be working on planning coherent Schemes of Work in RE. By Year 3 – in Phase 2, trainees are focussed on assessment and progression, carrying out their school improvement study and should have the subject knowledge to teach any of the major world faiths. Our trainees attend

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sessions delivered by lead national RE practitioners in NATRE, experiential RE, RE and IT, and Holocaust study. As a member of our partnership we are able to offer you the opportunity to attend these sessions as part of our professional subject network. School-based mentor colleagues are supported through regular visits by experienced tutors. The tutor team work very closely with school based mentors and will provide additional support where necessary. If you have any queries please contact the Course Leader, Paul Smalley [smalleyp@edgehill.ac.uk](mailto:smalleyp@edgehill.ac.uk)

## **Science**

We are looking to place our undergraduate science trainees in supportive and innovative science departments who can provide our trainees with experience in preparing to teach at both KS3 and KS4 across the three sciences and, where available, post-16 in their specialist subject area. In addition, the opportunity to be part of the wider school community in terms of form tutor duties, teaching PSHE/ SMSC, working with special needs pupils, attending school trips and extra-curricular activities or helping with the running science and homework clubs is invaluable experience.

The trainees will develop their teaching practice over the three years. for Phase 1A and 1B they will be observing and building teaching competence, during Phase 2 they will demonstrate greater autonomy and independence in their teaching and finally by the end of their training, it is expected that all trainees will have developed competence in meeting the Teachers' Standards at grade 2 or above.

School-based mentors are supported through regular visits by experienced tutors from Edge Hill University, who will provide additional support where necessary. If you have any queries please contact the Course Leader, Anthony Liversidge [liversia@edgehill.ac.uk](mailto:liversia@edgehill.ac.uk)