

PGCE Secondary Education with QTS* Programme

The Full Time PGCE Secondary Education with QTS* programme is designed to be completed on a one-year Full Time basis, and offers trainee teachers the opportunity to gain a Postgraduate Award (with Masters Level Credits) alongside the recommendation for Qualified Teacher Status (QTS).

The PGCE equips trainee teachers with the range of academic, professional and vocational knowledge, understanding, skills and values necessary to become a high quality and skilled classroom practitioner within their chosen subject specialism. It also aims to develop trainees' reflective and analytical skills as well as providing practical experience in planning effective lessons and learning strategies which impact on all learners in the classroom.

Hands-on classroom experience, opportunities to further subject knowledge and establishing a wide range of exciting, innovative and interactive teaching methods are integral to the programme. Trainees develop their own learning skills and reflect upon, and take charge of, their own development as a trainee teacher. Trainees gain knowledge of how children learn and how their needs differ. The essential strategies for the core skills of planning, assessment, teaching and class room management, along with an understanding of the education system, and of the wider professional role of a teacher in school are embedded throughout the trainees' journey.

All trainees engage with key training areas during the programme including Key Stage 2 and transition, Special Educational Needs and Disabilities, Post 16 Teaching and learning and working with learners for whom English is an Additional Language.

Practice based training takes place on two assessed placements: Phase 1, which is divided into Phase 1A and Phase 1B. Trainees initially observe and support the classroom teacher and the learners' progress before gradually building up to a 50% timetable in Phase 1B. This is followed by Phase 2 which is designed to consolidate the trainees' progression and develop their approaches to all aspects of the role of a secondary teacher.

Phase 1 (Phase 1A and Phase 1B)

The Post Graduate Phase 1 placement is divided into two phases. The initial phase, 1A, begins with a one week observation during which time trainees should be encouraged to support Curriculum Mentors, teachers and learners in lessons. This induction will provide trainees with the opportunity to undertake structured observations and reflect on the setting's policies, practice and ethos. Trainees will familiarise themselves with routines and expectations alongside the Teachers' Standards, in the context of the setting.

As the placement develops, trainees will gradually engage with the process of planning, delivering and evaluating under the guidance of the Curriculum Mentor. At this early stage of training, delivering parts of lessons, team teaching and supporting small groups are appropriate teaching activities. By the end of Phase 1A, trainees should have taught whole lessons with each of the classes they will be teaching during the second phase of this first placement, Phase 1B. During Phase 1B all trainees are expected to teach approximately 50% of an NQT timetable (approximately 10 hours) across the age and ability range within the school.

KS4 and post-16 experience, if available, are important for the trainee's professional development and all trainees are expected to share in all the usual teacher responsibilities: form tutor, break duty, extracurricular activities, parents' evenings, open days.

Phase 2

This is a solo period of placement in school/college. Trainees develop medium and short term plans during the placement. They will take on the full role of class teacher for approximately 70% of the timetable (approximately 13 -14 hours).

The first two weeks of placement will be an induction and observation period. The trainee will not have a formal teaching role during the induction and preparation weeks, although trainees should be encouraged to support the Curriculum Mentor and teachers in lessons.

Trainees should fully engage with the process of planning, delivering and evaluating lessons and learner progress under the guidance of the Curriculum Mentor. At this final stage, it is also appropriate for them to team teach and support small groups e.g. revision/booster/master classes.

The main aims of Phase 2 relate to trainees developing greater professional autonomy and refining their understanding of effective teaching, learning and the use of formative and summative assessment to assess learner progress. Trainees should show reflections upon and evaluations of placement with clear evidence to show how the Teachers' Standards are being addressed and how the evaluative process is informing self-improvement and pupil learning.

KS4 and post-16 experience, if available, are important for the trainee's professional development, particularly if opportunities in their previous placement have been limited.

As part of their training on Phase 2, PGCE trainees will require KS2 experience normally a minimum of 1 day in one of the setting's Primary feeder schools.

Phase 1	Dates of Placement	24 Sep 2018 – 15 Feb 2019 (Mon – Thurs)
	Length of Placement	69 days
	Whole Class Teaching Commitment	50%
	PGCE Phase 1 Payment	£700 Computer Science, Geography, Physical Education, Religious Education, £800 English, History, Mathematics, Science
Phase 2	Dates of Placement	11 Mar – 21 Jun 2019
	Length of Placement	59 days
	Whole Class Teaching Commitment	70%
	PGCE Phase 2 Payment	£600 Computer Science, Geography, Physical Education, Religious Education, £700 English, History, Mathematics, Science