

SECONDARY SCHOOLS

- A.** Abbeyfield School, Mere Way, Northampton NN4 8BU
- B.** Kingsthorpe College, Boughton Green Road, Northampton NN8 7HR
- C.** Manor School, Mountbatten Way, Raunds NN9 6PA
- D.** Montsaye Academy, Greening Road, Rothwell NN14 6BB
- E.** Prince William School, Herne Road, Oundle PE8 4BS
- F.** Sir Christopher Hatton Academy, The Pyghtle, Wellingborough NN8 4RP
- G.** Thomas Beckett, Becket Way, Northampton NN3 6HT
- H.** Weavers Academy, Brickhill Road, Wellingborough NN8 3JH
- I.** Wollaston, Irchester Road, Wollaston Wellingborough NN29 7PH
- J.** Wrenn School, Doddington Road, Wellingborough NN8 2JJ

PRIMARY SCHOOLS

- K.** Oakway Academy, Off Oakway, Wellingborough NN8 4SD
- L.** Thrapston Primary School, Market Road, Thrapston NN14 4JU
- M.** Victoria Primary Academy, Finedon Road, Wellingborough NN8 4NT
- N.** Ecton Village Primary School, West Street, Ecton, Northamptonshire. NN6 0QF



The Pyghtle, Wellingborough, Northamptonshire NN8 4RP

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INITIAL TEACHER TRAINING SCHOOL DIRECT

ABOUT THIS TRAINING PROVIDER



The Hatton Learning Partnership is led by Sir Christopher Hatton Academy and we are proud to be Wellingborough's first high performing converter academy, and to have been awarded Outstanding status by Ofsted in January 2015. Our sustained success is based on our mission to aim for excellence in all that we do and encourage others to do the same. We foster a culture of learning by ensuring mutual respect and good behaviour with an ethos based upon high quality teaching. We believe that all pupils can achieve well and have a balanced curriculum with more personalised routes to success. This is supplemented by a wide range of extra-curricular experiences and opportunities. We aim for our pupils to be academically successful but also to be prepared for adulthood as happy and effective citizens.

"I feel that the standard of the PGCE Maths course was excellent and believe I have been well-trained in up-to-date pedagogy and the 'modern approach to Maths teaching' as a result."

Daniel-Lee Stevens
(Maths Trainee)

We are working in partnership with The University of Leicester School of Education. It has been one of the foremost teacher training institutions for many years and is consistently ranked in the top 20 of all UK national league tables. They are a top 10 University in the Smithers Good Teacher Training Guide 2012 and 2013. The School of Education is located in the heart of Leicester, within 5 minutes' walk of both the railway station and the main University of Leicester campus with its student support services and award-winning library.

Constant monitoring, training and collaborative work between the University of Leicester and the Hatton Learning Partnership ensure close co-operation and an excellent academic and professional partnership which gives PGCE student teachers varied but consistent experiences.

Support from Initial Teacher Training and beyond

Initial teacher Training:

- Individualised support is provided to help trainees progress at their own pace eventually taking on about a 50% timetable spread across a wide range of abilities and all key stages.
- Experienced and successful subject mentor.
- Senior Professional Tutor on hand for advice.
- Induction programme
- Laptop

Newly Qualified Teacher:

- Reduced timetable
- Experienced and successful subject mentor.
- Senior Professional Tutor on hand for advice.
- Induction programme
- Laptop

Newly Qualified Teacher + I:

- Senior Professional Tutor on hand for advice.
- Leadership development programme
- Buddy system to offer support and guidance to NQTs
- Laptop

Professional Career Development

- Outstanding Teacher Programme
- Middle leadership training
- Senior leadership training

“The course provides a vibrant, well organised, professional and above all stimulating experience that I would recommend to all serious entrants to the teaching profession.”

Mark Taylor
(Geography Trainee)

WHY TRAIN WITH US

If you choose to train with us you can expect:

- To obtain a PGCE (Post Graduate Certificate in Education) and QTS (Qualified Teacher Status) by the end of the programme
- The opportunity to gain 60 credits at Masters Level
- The chance to observe and work with outstanding teachers
- Outstanding mentoring from an experienced and trained mentor
- A bespoke programme of support sessions
- A comprehensive induction programme
- A second school placement in a contrasting school as well as visits to schools in other phases.



ABOUT THIS TRAINING PROGRAMME

The School Direct programme will contain elements delivered by the Hatton Learning Partnership and the University of Leicester. Throughout the year there will also be regular opportunities to work with other trainees from across the partnership. The programme includes both academic training and assessment as well as extensive classroom practice.

The course is divided into two halves, Phase A and Phase B, each with clearly delineated priorities to guide progress towards successful completion.

Two-thirds of the time (currently 24 weeks out of 36) is spent in schools, starting with a two week preliminary attachment to a Primary school. A pack of materials incorporating designated tasks and critical readings enables trainee teachers to make the most of this experience and is designed to support the completion of a Preliminary Assignment.

On arrival in Leicester, an intensive University-based programme consists of days devoted to subject work and days for the core Teacher Development Course, which all students follow (A1). This helps to prepare trainees for the first school placement, which at Leicester comes early in the PGCE course. By Christmas everyone will have completed over a month's teaching (A2). Trainees then return to the same school after Christmas, continuing with their teaching for a further two weeks.

A similar format is repeated in the second half of the year (Phase B). Some mainly University-based weeks (B1) lead into a substantial period of teaching experience in a different school (B2). A concluding spell in the same school, working on a subject project and other activities and doing some teaching (B3) is followed by a final week in the School of Education.

"I thoroughly enjoyed my time on the PGCE and believe that it offered me a fantastic grounding and great insight into the profession of teaching prior to my NQT year. I found all of the staff to be incredibly helpful and supportive both during the PGCE and beyond."

Tanya Arnold
(English Trainee)



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)
- Experience (paid or voluntary) in maintained schools or education-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 in the subject applied for
- 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)

School Based Interview

The school based interview will involve:

- A panel interview
- A presentation activity.
- Spending some time in a lesson interacting with pupils.
- An opportunity to meet the Head of subject and other colleagues

The panel will normally consist of members of the senior leadership team.

University Based Interview

- Analysis of subject knowledge
- Formal interview


To Apply

Applications are made through UCAS - Teacher Training (please search for 'Hatton as your training partner' to find us)

<https://www.ucas.com/ucas/teacher-training>

For further information please email Keren Gunn, Senior Assistant Principal or schooldirect@hattonacademy.org.uk

| Subject | Places | Qualifications Needed | Other Information and Requirements |
|-----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Biology | 2 | Minimum degree: 2:2 in a closely related subject A level or equivalent in Biology GCSE Grade C or equivalent in Maths and English Language | Applicants without Chemistry or Physics AS/A level would be expected to undertake essential background reading before the start of the course. 10 days minimum work experience in a secondary science department. Demonstrate an interest in practical science. |
| Chemistry | 1 | Minimum degree: 2:2 in a closely related subject A level or equivalent in Chemistry GCSE Grade C or equivalent in Maths and English Language | Applicants without Biology or Physics at AS/A level would be expected to undertake essential background reading before the start of the course. 10 days minimum work experience in a secondary science department. Demonstrate an interest in practical science. |
| English | 3 | Minimum Degree: 2:1 in a closely related subject including joint or combined honours degrees with English as a major subject. Degrees in a range of academic backgrounds such as American Studies, Classical Studies, History or Law may also be considered. A level or equivalent in English Language, English Literature or Lang/Lit GCSE Grade C or equivalent in maths and English Language | 10 days minimum work experience in a secondary English department. Demonstrate a genuine interest and enthusiasm for English. Applicants from candidates with creative writing, drama, performance or media production skills are encouraged. |
| Geography | 2 | Minimum Degree: 2:1 in a closely related subject including joint or combined honours degrees with Geography as a major subject. Degrees in a range of related subjects such as Geology, Planning and Archaeology may also be considered. A Level or equivalent in Geography. GCSE Grade C or equivalent in maths and English Language. | 10 days minimum work experience in a secondary Humanities department. Demonstrate a genuine interest and enthusiasm for Geography. Geography will form part of a Humanities subject group along with History and Citizenship. Subject enhancement sessions will be delivered to secure your subject knowledge. This recognises the need for flexibility and adaptability required of a Humanities based teacher. |
| History | 2 | Minimum Degree: 2:1 in a closely related subject including joint or combined honours degrees with History as a major subject. Degrees in a range of academic backgrounds such as Classical Studies, Law, International Relations and Government and Politics may also be considered. A level or equivalent in History. GCSE Grade C or equivalent in maths and English Language. | 10 days minimum work experience in a secondary Humanities department. Demonstrate a genuine interest and enthusiasm for History. History will form part of a Humanities subject group along with Geography and Citizenship. Subject enhancement sessions will be delivered to secure your subject knowledge. This recognises the need for flexibility and adaptability required of a Humanities based teacher. |
| Physics | 5 | Minimum Degree: 2:2 in Physics, Engineering or closely related subject. A Level or equivalent in Physics. GCSE Grade C or equivalent in Maths and English Language | Applicants without Biology or Chemistry at AS/A level would be expected to undertake essential background reading before the start of the course. 10 days minimum work experience in a secondary science and maths department (for Physics with Maths). |
| Primary | 4 | Minimum Degree: 2:1 GCSE Grade C or equivalent in Maths, Science, and English Language GCSE grades or equivalents that demonstrates a strong and appropriate subject knowledge across the full range of the Primary National Curriculum A level grades or equivalents are used as evidence of sound subject knowledge across the National Curriculum. | 10 days minimum work experience in a primary school. Ability to form relationships. Good communication skills. Commitment to teaching. Reflective qualities. Emotional resilience. Awareness of contemporary issues in education. |



“Learning how to help the children read and write is such a privilege. This course has really helped me understand how to inspire the pupils.”

Joanne King
(Primary PGCE Trainee)

PRIMARY PGCE

Some special features of this course

Tutors on the Primary PGCE course all have extensive experience as classroom teachers and are specialists in a wide range of educational areas. These strengths are recognised within the Primary PGCE course, both in the specialist course options offered, and through the expert contributions to all strands of the course.

The PGCE route into Primary teaching is a demanding one, and experience tells us that successful candidates are usually those with prior experience of primary school aged children in a range of settings, or of related experience of working with children and/or young people. Our recruitment and selection process is designed to select students who are able to reflect with insight on their prior experience in the context of the role of the teacher in training.

What we are looking for

First Degree

We welcome applicants from all degree subject backgrounds. Applicants should normally possess an honours degree with a classification of at least 2.1. We sometimes consider applicants with lower classifications, but these candidates would be expected to rate particularly strongly against all other criteria.

The Primary PGCE is a very demanding course, and we are looking for applicants with a wide range of skills, knowledge, experience and aptitude.

Key Selection Criteria

- Ability to form relationships
- Good communication skills*
- Commitment to teaching
- Prior experience (ideally two weeks or equivalent)
- Reflective qualities
- Emotional resilience
- Awareness of contemporary issues in 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 criterion might present a challenge. Potential applicants for whom this may be a consideration are advised to contact the Primary PGCE team in advance.

GCSE subjects

We look for evidence of strong and appropriate subject knowledge across the full range of the Primary National Curriculum, and therefore the quality of GCSE grades (especially in English, Mathematics and Science) will contribute to the selection process. For this reason we do not accept applications from those who have yet to secure the required C grade GCSEs (or equivalent) in the core subjects and we do not offer equivalency tests for these.

GCE 'A' Levels

As with GCSE qualifications, 'A' levels are used as evidence of sound subject knowledge across the National Curriculum. 'A' level subjects and the quality of grades may also indicate suitability for particular specialist study courses.

Equivalent qualifications

We are committed to attracting suitable candidates from a wide range of educational backgrounds. We will therefore consider those with equivalent national qualifications (e.g. Scottish qualifications, International Baccalaureate, French Licence etc). We check with UK NARIC to ensure that these qualifications meet the minimum entry requirements, and will ask to see original certificates and transcripts at interview. However, please note that we do not accept external equivalency testing in place of the minimum GCSE requirements detailed above.