OUR VISION IS TO BE AN OASIS OF OPPORTUNITY AND POTENTIAL FOR ALL PUPILS AND TRAINEE TEACHERS
BECOME A TEACHER

Start your teaching profession with the East London Alliance SCITT (ELA SCITT). Train with a highly rated provider by local schools in East London. We offer opportunities to train in the London boroughs of: Newham, Redbridge, Havering, Haringey, Barking and Dagenham and Waltham Forest.

A video of our EAL SCITT can be found on our website – www.elascitt.com as well as on our teaching school website www.tollgateteachingalliance.com

We will support you as an NQT and onto leadership including being a head teacher.

We offer a school led course with a range of schools and facilities.

WHY CHOOSE ELA SCITT

Our vision is to be an oasis of opportunity and potential for all pupils and trainee teachers.

As a partnership of schools, we work together to recruit and train excellent teachers, who are inspired and equipped to continue to develop their teaching and leadership skills throughout their careers.

One trainee stated:

‘This has been a tough but rewarding course. I was struggling to keep up with the programme but the course leaders supported me to identify my next learning steps. Since then I have been able to improve my practice in the classroom and demonstrate that I am an outstanding practitioner. I am grateful to the ELA SCITT for their support and challenge and helping me secure my first teaching post.’

Who is the East London Alliance SCITT?

• We work with outstanding schools to develop a school led programme to meet the requirements of the Teacher’s Standards.
• We have online resources to support your development through the programme
• We have outstanding teachers and leaders who will be your School Based Educator. Their role will be to support and challenge you to develop your practice.
• We will secure your role as a Newly Qualified Teacher (NQT) and offer you further training to further develop your practice.
• We offer a PGCE and Masters Accreditations during your training year, NQT year and throughout your career.
• We offer leadership training as a teaching school to support your career progression – please see www.tollgateteachingalliance.com
• We offer primary 5 – 11 training and also 3 – 7 training. Please see applications for the process of applying.

‘This course has offered me an opportunity to gain a wealth of experience from current practice and outstanding practitioners. The range of schools we have been placed in as well as received training from have deepened my understanding of how children learn. I have developed my knowledge of the curriculum and planned lessons to ensure all pupils make good progress. I feel fully equipped now to be an NQT and am looking forward to continuing my training with Tollgate and the ELA SCITT staff.’
THE COURSE

Our vision is to be an oasis of opportunity and potential for all pupils and trainee teachers.

As a partnership of schools, we work together to recruit and train excellent teachers, who are inspired and equipped to continue to develop their teaching and leadership skills throughout their careers.

The course aims to:

• To train outstanding teachers who ensure that all pupils in their classrooms make rapid and sustained progress
• To develop a strong workforce for our local schools
• To employ and retain qualified teachers in the local area through outstanding training and tracking of provision through their ITT year and their NQT year.
• Proved access to outstanding quality and professional development for potential teachers
• Enable trainees to achieve recommendation for Qualified teacher status and gain the award of Post Graduate Certificate in Education (PGCE) at Masters level.

Programme Learning Outcomes

Trainees who have successful completed all the requirements of the programme will show:

• Outstanding knowledge, skills and understanding in teaching who has exceeded the normative Teachers’ Standards for the award of QTS.
• Excellent subject knowledge of the National Curriculum that is secure and detailed including national and local developments to deliver the curriculum
• Well developed understanding of how children learn including early mathematics, reading and synthetic phonics
• An ability to reflect on own practice and strive for excellence
• Ability to demonstrate consistent and effective learning environments that challenge and stretch all learners, which are rooted in mutual respect
• Ability to motivate, inspire and challenge learners
• Well developed understanding of how to plan to meet the needs of all pupils including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and consistently and effectively evaluate and adapt teaching to support them
• Consistent and effective use of formative and summative data to secure progress for all pupils, through a sequence of lessons over time
• Ability to take responsibility for and have the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning
• Initiate and take responsibility for their own personal development through consulting consistently and effectively with colleagues as appropriate
• High standards of ethics and behaviour, within and outside school by demonstrating a highly professional approach to teaching through having an appropriate conduct and understanding school policies and practice.

The course ensures that the trainee develops an understanding of the philosophy of education, the theories of learning through to an understanding of how children learn in the early years, Key Stage 1 and Key Stage 2. The training includes a critical evaluation of theory, research and practice delivered by current practitioners who will ensure the course reflects on implications in the classroom at all times. The course covers the following:

The core subjects:

English – pedagogy including pupil misconceptions, phases of progression, practical applications
Mathematics - pedagogy including pupil misconceptions, phases of progression, practical applications
Science - pedagogy including pupil misconceptions, phases of progression, practical applications

The training emphasises the importance of understanding child development including reading, language, numeracy including concrete, practical, abstract approaches and investigational science.
There is also support and training on the other curriculum subjects:
• Design and technology
• Art and design
• Music
• Computing
• Geography
• History
• Languages
• Physical Education
• Religious Education
• Personal, Social, Health and Citizenship

Other aspects of the programme are:
• Assessment – understanding the theory of assessment and application on a daily basis
• Behaviour for learning including classroom management strategies
• Special Educational Needs and disabilities
• English as an additional language

All the sessions provide a theory base and address current issues. The style of delivery includes: lectures, discussions, activities, seminars, national speakers, assignments and tasks related to the area of study. Assignments are set during the course to deepen the knowledge of key aspects including pupil progress and special educational needs.

At school level trainees will receive further training from their School Based Educator as well as from their partner teacher. They will be able to apply the theory from the training into their own classroom practice and will be set targets from the feedback to ensure the teaching skills are further developed. Trainees will also attend in school staff training.

Trainees are actively encouraged to reflect on their own learning and take on personal study. They write a Reflective Journal and maintain a record of professional development.

By the end of the course the trainee will have become a proficient and reflective classroom practitioner with the confidence to further develop their teaching careers.

Once the course is completed they can become part of the NQT cohort with our teaching school. Details can be found on www.teachingschoolalliance.com.
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| **Familiarisation process and procedures in main school** | Trainees attend in school training, review policy and practice  
**Carry out orientation task 1** |
| **Induction to the course** | Familiarisation with the training programme and expectations  
Meeting with the Professional Tutors  
**Hand in orientation task** |
| **Child development** | How children learn; learning styles; learning through play; learning through talk  
To develop knowledge and understanding of current theories of child development and learning  
To critically evaluate current research, theory and practice  
To identify implications for practice in order to secure development in practice |
| **The Role of the Teacher** | Theories of teaching including Constructivism; Social Constructivism; Behaviourism; applying theoretical models in the classroom |
| **Use of evidence and research to inform teaching** | Relating evidence and research to inform teaching  
**Set up task 2 – research linked to teaching and pupil progress to be completed by February 2017** |
| **An introduction to pedagogy** | Observation of practice in the classroom in the morning followed by a session to cover:  
To understand the inter-relation of assessment, planning, teaching and learning  
To consider the importance of the development of knowledge and understanding, skills and attitudes in pupil learning  
To be familiar with the school lesson planning format  
To know how to plan for progression and personalisation  
To begin to know a range of assessment strategies and how to plan for assessment  
To understand the role of evaluation on the development of practice and pupil progress  
To identify implications for practice in order to secure development in practice |
| **Planning** | Review of planning formats  
Planning to meet strengths and needs of all pupils to ensure pupil progress  
Developing a differentiated approach with 1 group of pupils |
| **Professionalism** | Expectations of school; professional standards; working with mentors and other colleagues; taking responsibility for professional development; using a reflective journal; setting targets. |
| **Child Protection and Safeguarding** | Roles and responsibilities; policies and procedures; signs of abuse + Child Exploitation and Online Protection (CEOP) training |
| **Progression in learning - EYFS** | To understand the rationale behind the development of the Early Years Foundation Stage (EYFS)  
To understand the themes and principles of the EYFS  
To become familiar with the EYFS curriculum  
To understand the Foundation Stage Profile (FSP)  
To understand the requirements of the Early Years Task  
To understand the rationale behind a play based practical approach to the curriculum  
To understand how the principles and practice in the EYFS might impact on teaching in KS1 & KS2  
To critically evaluate current research, theory and practice  
To identify implications for practice in order to secure development in practice  
To include early phonics  
To evidence pupil progress and mastery of the curriculum |
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| Progression in learning – KS1                                                | To understand the rationale behind the KS1 NC  
To become familiar with the KS1 curriculum  
To understand assessment at KS1  
To understand how the principles and practice in KS1 might impact on teaching in KS2.  
To build on practice from EYFS and phonics development  
To evidence pupil progress and mastery of the curriculum |
| Progression in learning – KS2                                                | To understand the rationale behind the KS2 NC  
To become familiar with the KS2 curriculum  
To understand assessment at KS2  
To understand how the principles and practice in KS2 are built on practice from EYFS and KS1 and phonics development  
To evidence pupil progress and mastery of the curriculum |
| Planning for pupil progress                                                  | Reflection on how pupil progress can be evidenced  
Expectations of the pupil progress placement and how to develop a bundle of evidence to show pupil progress – Task 3 |
| Mathematics and planning to support progress                                | Understanding children’s early development in mathematics, common errors and misconceptions; developing children’s mathematical thinking; counting and understanding number; approaches to calculation and maths mastery. To develop an understanding of planning for pupil progress. |
| Literacy including phonics and planning to support progress                 | To understand the simple view of reading and how this supports early literacy development and the teaching of reading  
To understand the progression in children’s acquisition of phonic knowledge  
To explore strategies for developing children’s reading for meaning and supporting children with specific reading difficulties  
To explore strategies and resources for assessing children’s reading skills  
To critically evaluate current research, theory and practice  
To identify implications for practice in order to secure development in practice  
Systematic synthetic phonics as the conceptual framework for teaching reading; the Simple View of Reading; developing language comprehension; assessment  
Planning for pupil progress  
Mastery of the curriculum |
| Understanding and managing behaviour in the classroom 1                      | How behaviour develops- emotional milestones, social and emotional development, the role of gender, role models, stress and the brain, influence of language, cultural influences and the links between well-being, development and progress  
Evaluating behaviour-  
Relationships  
Behaviour for learning  
Behaviour management strategies  
Correcting and responding to negative behaviour- scripts and ‘micro’ teacher behaviours |
| Online Safety and introduction to the MLE                                  | To become familiar with the range of internet sites that schools use including the MLE  
To consider issues of online safety and know how to respond safely  
To identify implications for practice in order to secure development in practice |
| Assessment                                                                   | Review of how pupil progress is assessed both formative and summative including national assessment and examinations  
To begin to know a range of assessment strategies and how to plan for assessment  
To understand the role of evaluation on the development of practice and pupil progress  
To identify implications for practice in order to secure development in practice |
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| Inclusion 1                                       | SEN/Disability  
ASC introduction  
Inclusion and differentiation                                                                                                                                                                                                                                                                                                                    |
| Literacy including planning for reading in small groups | Develop planning and resources to support planning for reading. Consider strategies used and impact of those strategies. Development of literacy strategies including mastery of the curriculum  
Further development of phonics in the classroom  
Strategies to develop pupils’ progress in writing,                                                                                                                                                                                                                                                                 |
| Mathematics in the modern primary classroom       | To understand the new National Curriculum and the EYFS Statutory Framework for mathematics  
To develop knowledge, skills and understanding of teaching and learning in mathematics.  
To understand how current mathematics practice relates to theory, including new initiatives  
To develop an understanding of maths mastery and planning for all needs of the class  
To develop an understanding of Shanghai and Singapore approaches                                                                                                                                                                                                                   |
| Mathematics in the modern primary classroom workshop | Shared development of evidence of progress in mathematics books and discussion regarding planning issues and areas of knowledge and understanding that are barriers to teaching and learning.                                                                                                                                                          |
| Planning for pupil progress and evidence of progress | Identifying barriers to learning; personalisation; effective differentiation  
Review of evidence bundles from the pupil progress placement                                                                                                                                                                                                                                                                                        |
| Behaviour for learning                            | Establishing rules and routines; engaging, enthusing and motivating pupils; using praise effectively; rewards and sanctions; internal and external factors                                                                                                                                                                                                                             |
| Embedding Assessment for Learning                 | AfL strategies; developing the use of questioning; developing pupils’ use of assessment; tools and approaches to use in the classroom                                                                                                                                                                                                                                          |
| Supporting pupils with EAL                        | Assessing pupils’ needs; supporting new arrivals; developing fluency; supporting fluent bilinguals                                                                                                                                                                                                                                                                                       |
| PSHCE                                             | To consider effective practice in the teaching of PSHCE  
To be familiar with the NC guidance on and consider how the values, aims and purposes be reflected in their planning and teaching.  
To be able to plan and teach some lessons/develop short project, with support from a more experienced teacher if required  
To understand how cross-curricular links can be made  
To critically evaluate current research, theory and practice  
To identify implications for practice in order to secure development in practice                                                                                                                                                                                                          |
| Developing pupils’ understanding of science       | Designing and planning investigations; teaching children to enquire, explore and explain; promoting talk; assessing achievement  
Planning for pupil progress  
Planning for mastery of the curriculum                                                                                                                                                                                                                                                                                                |
| Inclusion 2                                       | Closing the gap  
ASC strategies  
Inclusion SEN  
Task 4 workshop                                                                                                                                                                                                                                                                                                                                        |
| Planning for challenge                            | To develop a knowledge and understanding of what is meant by challenge and mastery of the curriculum  
To consider indictors for identifying pupils as gifted and talented  
To critically evaluate current research, theory and practice  
To identify implications for practice in order to secure development in practice                                                                                                                                                                                                            |
| Teaching RE                                       | Ways in to RE (using story, artefacts, etc); visiting places of worship; spirituality in Primary schools                                                                                                                                                                                                                                                                                 |
### Session Title | Summary of Content
--- | ---
Assessing and evaluating teaching | Establishing criteria for evaluating teaching and learning; evaluating planning; evaluating teaching and learning; target setting to improve practice
Managing behaviour 2 | Dealing with more challenging behaviour; case studies; identifying effective approaches
Familiarisation process and procedures in main school | Trainees attend in school training, review policy and practice
Preparation for the NQT application and interview | Strategies to support applications and interview
Teaching History and Geography | To introduce a history/geography topic with support if necessary from an experienced colleague
 | To support pupils investigating and interrogating evidence, and teach a variety of ways of recording information e.g. using illustrations, timelines, writing
 | To understand skills of historical/geographical enquiry
 | To understand how cross-curricular links can be made
 | To know how to plan and teach a range of differentiated activities for the primary age range
 | To have ideas for classroom management in investigative/practical lessons
 | To critically evaluate current research, theory and practice
 | To identify implications for practice in order to secure development in practice
 | To develop mastery of the curriculum and plan for pupil progress
Speaking and listening | To develop a knowledge and understanding of the role of speaking and listening in facilitating children's learning
 | To explore the teacher's role in developing children's speaking and listening confidence and skills across the curriculum
 | To understand how to observe, assess and record children's speaking and listening skills
 | NC and EYFS framework
 | To critically evaluate current research, theory and practice
 | To identify implications for practice in order to secure development in practice
Developing Teacher voice workshop | To develop a range of strategies to use teacher voice to hook the learners and engage pupils
 | To develop strategies to maintain teachers voice
Review of phonics and development into writing | To understand the role of the teacher in developing pupil's writing confidence and skills across the curriculum
 | To understand how to motivate pupil to write and explore strategies for supporting pupil's development as writers
 | To explore the teaching sequence for writing and the role of modelled, shared and guided writing
 | To explore strategies and resources for assessing pupil's writing skills
 | To understand the progression of pupil's learning in relation to writing
 | To critically evaluate current research, theory and practice
 | To identify implications for practice in order to secure development in practice
British Values | To develop an understanding of British values within the school ethos and curriculum
 | To develop strategies to promote fundamental British values from the SMSC curriculum
Teaching Languages | To consider the purpose and value of teaching language
 | To consider effective practice in the teaching of languages
 | To be familiar with the NC guidance on and consider how the values, aims and purposes be reflected in their planning and teaching.
 | To be able to plan and teach some lessons/develop short project, with support from a more experienced teacher if required
 | To understand how cross-curricular links can be made
 | To critically evaluate current research, theory and practice
 | To identify implications for practice in order to secure development in practice
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| Teaching PE                  | To help trainees understand and carry out their role as PE teachers  
To develop trainees understanding of high quality physical education  
To provide practical ideas to support learning and teaching in activity areas appropriate for the age-stage focus of the training  
To increase awareness of the national context in PE and school sport |
| Teaching art and design      | To know how to teach pupils to select and use a variety of materials  
To teach pupils to use tools and materials safely  
To teach pupils to evaluate their own and others’ work  
To be sensitive to the influence of art in diverse cultural and religious traditions  
To begin to be aware of individual pupils stages of development, in order to teach a progression of skills  
To be able to plan and teach lessons to include children of all abilities |
| Teaching D and T              | To develop your own D&T capability  
To be able to deliver safe and well organized lessons  
To have ideas about classroom management/behaviour in D&T  
To be able to teach pupils to select and use a variety of materials  
To learn to teach pupils to use tools and materials safely  
To learn to teach pupils to evaluate their own and others’ work  
To be able to develop activities that are meaningful, based on children’s knowledge, experience and interest, as well as developing their problem solving capabilities  
To be able to provide an educational environment that takes full account of equal opportunities issues |
| Music and cross curricular links | To introduce concepts, aims and levels from NC for music form EYFS to Y6  
To develop an understanding of and overcoming the challenges of inclusive music teaching  
To have information about Newham Academy of Music: access to specialist instrument teaching for individual pupils; provision of performance in schools  
To have some strategies for class management in music lesson  
To develop personal musical skills to support teaching |
| Teaching Computing           | To develop an understanding of the place of ICT in the National Curriculum  
To consider the use of ICT across the curriculum  
To critically evaluate current research, theory and practice  
To identify implications for practice in order to secure development in practice |
| Behaviour for learning       | Visit to an EBD school |
| Preparing to be an NQT       | To develop a knowledge and understanding of developing resilience  
To critically evaluate current research, theory and practice  
To identify implications for practice in order to secure development in practice |

To be awarded Qualified Teacher Status you will be required to provide evidence that you have met the Teachers’ Standards. The standards are grouped in nine sections:

1. A teacher must set high expectations which inspire, motivate and challenge pupils
2. A teacher must promote good progress and outcomes by pupils
3. A teacher must demonstrate good subject and curriculum knowledge
4. A teacher must plan and teach well structured lessons
5. A teacher must adapt teaching to respond to the strengths and needs of all pupils
6. A teacher must make accurate and productive use of assessment
7. A teacher must manage behaviour effectively to ensure a good and safe learning environment A teacher must fulfil wider professional responsibilities
8. Personal and professional conduct
9. Part 2 - Professional standards
See – attached the document or link to the Teachers’ Standards
HOW WILL THE COURSE BE ASSESSED

For trainees on the QTS only programme there will be an expectation to complete the following tasks:

• An school orientation task
• Pupil progress evidence bundle
• Research linked to teaching and pupil progress
• Special Educational Needs

For those undertaking the PGCE programme the above tasks will be expected to complete these as well as the two assignments set by the University of East London. These are 10 000 word essays on aspects of developing practice in the classroom.

During the course trainees are continually assessed against the Teachers’ Standards in the following ways:

• Through observation of lessons during school practices in mainstream and special schools
• Through examination of the trainee’s personal development portfolio, lesson plans and teaching files on the portal
• Through written assignments or assessment tasks

There is a formal review of the trainee's process at the end of the first two terms by the School Based Educator and the Professional Tutor from the ELA SCITT. Trainees will receive early warnings if their performances is judged not to be at the required standard.

The final assessment towards the recommendation of QTS takes place in June and will take account of all the evidence provided during the course.

During the course trainees slowly build up their time in the classroom with an expectation that at the start they focus on groups of pupils developing a range of evidence to demonstrate pupil progress in English and mathematics. As the course progresses they will be expected to take more and more of the lessons dependant on readiness. In the final term it is expected that trainees will teach 80% of the time they are in school. We do ot expect trainees to be thrown into the deep end!

WHAT MAKES EAST LONDON ALLIANCE SCITT DIFFERENT?

This course is different from other courses because:

• A partnership of schools lead and manage the course through the leadership and commitment from the head teachers
• The training is delivered across a range of schools working in partnership
• The whole course is linked to classroom practice
• Trainees spend most of their training time in school applying the theory and practice
• Trainees will be allocated a School Based Educator as well as a Professional Tutor to support and challenge them through the course
• Trainees will spend 6 weeks in an alternative school in a different phase in the Spring Term
• PGCE assignments are set and marked by the University of East London who will award the PGCE.
THE COURSES ON OFFER

If you decide to apply for a place on our course, you have the following options:

Option 1 – UCAS (School Direct Salaried 5 - 11)
Select Tollgate Primary School – course code 22MMC
You could be placed in any of our schools listed under the tab – about the ELA SCITT partnership or you could have your own school as a sponsor who are willing to become part of the ELA SCITT partnership.

Option 2 – UCAS (School Direct Salaried 3 - 7)
Select Tollgate Primary School – course code tbc
You could be placed in any of our schools listed under the tab – about the ELA SCITT partnership or you could have your own school as a sponsor who are willing to become part of the ELA SCITT partnership.

Option 3 – UCAS (School Direct PGCE 5 - 11)
Select Tollgate Primary School – course code 22MMD
You could be placed in any of our schools listed under the tab – about the ELA SCITT partnership.

Option 4 – UCAS (School Direct Salaried PGCE 3 - 7)
Select Tollgate Primary School – course code tbc
You could be placed in any of our schools listed under the tab – about the ELA SCITT partnership.
COURSE ENTRY REQUIREMENTS

The formal entry requirements are:

- GCSE grade C or above in English Language, mathematics and science. These qualifications must be awarded prior to application to this programme. Other GCSEs are required to show a good spread of curriculum subjects.
- A minimum 2.2 honours degree from a UK University or a recognised equivalent qualification.
- Minimum of 10 days classroom experience in a primary school.
- The applicant’s previous education must demonstrate a good foundation of knowledge to become a competent primary teacher. They must be able to communicate clearly and grammatically in spoken and written standard English.

Applicants who do not hold a English Language, Science or Mathematics GCSE Grade C

If you do not hold a GCSE in English Language, mathematics or science at grade C, you will need to apply for an equivalence test. We accept equivalency tests from A* Teachers:

Telephone number of A* Star Teachers is 020 7272 7070 and the website is www.equivalencytesting.co.uk.

You will need to pass these qualifications before you apply.

Applicants with Non-British Qualifications

If your qualifications are from a non-UK institution, you must verify their equivalence through the National Recognition Information Centre for the UK (UK NARIC) – Telephone number: 01242 260 010.

You will need to provide written evidence with your application.

PREPARING FOR APPLICATION

If you decide that you want to apply to train to be a teacher then you must prepare yourself fully for the application process.

To help you prepare you must do the following:

- Find all your original certificates for your qualifications. If you cannot find them contact the board to get a copy of the original. If you hold qualifications outside of the UK contact NARIC to get the equivalence.
- Organise a visit to a primary school to gain your 10 days experience. You can do this by contacting Caroline Stone at teachingschool@tollgate.newham.sch.uk who will support you with this process.
- Book your skills tests in Numeracy and Literacy as soon as you have your UCAS number.
- Read relevant educational publications including the Times Educational Supplement.
- Contact your two referees who should be professionals:
  - Referee 1 – Head teacher or current employer – supporting the application
  - Referee 2 – University degree professor or other professional

www.elascitt.com
SELECTION PROCESS

All applicants who submit an application that meets the ELA SCITT requirements, as set out in the application scrutiny process, will be invited to interview day 1. We encourage candidates to pass their skills tests in Literacy and Numeracy before attending the first day of interview. If this is not possible, we do expect candidates to have booked their skills test. Candidates are encouraged to advise us of any Special Needs prior to the Interview days.

DOCUMENTATION TO BRING TO THE INTERVIEW

Candidates will receive an interview invitation, by email, setting out the following: date, time and venue of the interview day 1. In the letter the applicant will be asked to bring the following documentation:

- Passport ID, Proof of residency,
- Degree/GCSE qualifications (or equivalent) certificates. (If candidate does not bring these documents the SD programme leader will ascertain the reasons for not producing them and make a decision on whether they can continue to take part in the interview process)

The format of the interview on day 1 will be:

- Observe a lesson and write about what you saw.
- Teach a skill to a small group of adults in 10 minutes providing prepared resources and a plan (This is observed by the interview panel)
- Write a statement of how well or not the teach a skill was received, whether it met expectations and did the candidates learn the skill being taught. (The interview panel will be looking for the use of grammar, punctuation and spelling skills)

During the above process the interview panel will be observing you to assess the following qualities:

- Good interaction with other adults
- Engaging activities to extend knowledge and understanding of others
- Make the activity ‘fun’
- Demonstrate presence in the room
- Communicate clearly and grammatically correct in spoken and written English

If a candidate does not meet the standard required they will not be asked to take part in the formal interview process.

The formal interview will be with a panel of 2 (Headteacher and SD Programme Leader/deputy). During the interview you will be asked a series of questions to demonstrate the following:

- Knowledge and understanding of the educational issue chosen
- Ability to interact with the panel
- Ability to speak with a good standard of English
- To demonstrate that you are a reflective practitioner
- Awareness of the importance of effective behaviour management strategies, inclusion and safeguarding.

All candidates will be emailed, within 24 hours, with the outcome of the interview process.

For those applicants who are offered a place on the course subject to Health and Disclosure and Barring Service checks and possibly the passing of the skills tests, they will receive feedback through a development plan. The development plan needs to be completed by the successful applicant and evidence of actions need to be provided on the induction day in July.

All successful applicants will be asked to attend a second interview day at the school where they will either be sponsored or placed as a PGCE trainee for their first placement. This will include a short interview with a senior leader and a lesson observation teaching a class for 20 minutes.
COURSE DATES FOR 2016/17

Trainee Induction Day including meeting with their School Based Education -
July 5th 2016

Autumn Term
September 5th 2016 – December 21st 2016

Spring Term
January 5th 2017 – 31st March 2017

Summer Term
19th April 2017 – 25th July 2017 (for salaried trainees and July 7th for PGCE trainees)

Skills tests
Any one applying for an initial teacher training (ITT) course is required to have passed the skills tests before starting the course. Once an applicant has submitted an application form for an ITT course, he or she will be eligible to book skills tests via the DfE website (see below).

The contractor responsible for delivering the Professional skills tests is Learndirect.
Tests can be booked via the skills test registration page or by phoning 0300 303 9613. Further details are also available on the skills test pages. Updated practice tests, including punctuation for the literacy test, will also be available. They can be accessed via the skills test pages.

The first attempt at each numeracy and literacy test is provided free of charge. Resits are charged at £19.25 each; payment will be required by credit or debit card when booking. The number of resits allowed is limited to two per subject. Candidates who fail after two resits in either numeracy or literacy are not able to book any more skills tests, in either subject, for 24 months from the date of the second resit.

Practice Tests
All candidates are encouraged to use the practice material available on the DfE website (see above). The practice material includes interactive tests which will help candidates to decide if they are ready to take the test or need to improve their skills further before booking a test.

There will be no exemptions.

Preparing for application
If you decide that you want to apply to train to be a teacher then you must prepare yourself fully for the application process.
To help you prepare you must do the following:
• Find all your original certificates for your qualifications. If you cannot find them contact the board to get a copy of the original. If you hold qualifications outside of the UK contact NARIC to get the equivalence.
• Organise a visit to a primary school to gain your 10 days experience. You can do this by contacting Caroline Stone at teachingschool@tollgate.newham.sch.uk who will support you with this process.
• Book your skills tests in Numeracy and Literacy as soon as you have your UCAS number.
• Read relevant educational publications including the Times Educational Supplement.

Equal opportunities
The ELA SCITT programme is committed to promoting diversity and practising equality of opportunity. One of our core values is the ‘promotion of equality, diversity, mutual respect and understanding.’ The ELA SCITT programme aims to create a culture and environment in which trainees and staff are treated equitably, regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital or parental status, political belief or social/economic group.

Within a spirit of respecting differences, we aim to provide a programme that is truly inclusive: that understands, appreciates and values the diversity of each individual and incorporates measures that make people feel valued and able to participate and achieve their full potential.

Diversity is one of our strengths. The area of East London provides a rich diverse community and is well placed to enrich staff and trainees with a wide range of cultures. The ELA SCITT programme is committed to addressing discrimination and promoting equality of opportunity, good race relations and providing an inclusive and accessible environment. This policy is relevant to everybody connected with the ELA SCITT programme.

The full policy can be found on www.elascitt.com
FINANCE

Funding, Bursaries and Tuition Fees Training
Bursaries

For the training year 2016-2017, the following bursaries will be payable to home students:

- Those trainees with a first class honours degree – £3,000
- Those trainees with a 2.1 honours degree – £3,000
- Those trainees with a 2.2 honours degree – Nil

Tuition Fees

- For the academic year 2016/2017 we will be charging a tuition fee of £9000.00. You may be eligible for a maintenance grant or special support but this will be determined by the Student Loan Company when you make application for your tuition fee loan. More information on the Student Loan for Maintenance can be found at www.gov.uk/studentfinance. For a range of helpful tools and guidance, you can visit www.thestudentroom.co.uk/studentfinance.

- Salaried trainees will be employed and paid by their sponsor school. As such it is expected that you will stay with the school through your NQT year as well. You will be asked to provide your evidence of qualifications and DBS to gain employment and sign a contract that states that you are expected to stay with the school for at least two years.
PARTNERSHIP OF SCHOOLS

The East London Alliance SCITT works with the Tollgate Teaching School Alliance of schools to develop a rich partnership of opportunity for trainee teachers. All schools within both partnerships uphold the vision:

**To be an oasis of opportunity and potential for all pupils and trainee teachers**

As a partnership of schools, we work together to recruit and train excellent teachers, who are inspired and equipped to continue to develop their teaching and leadership skills throughout their careers.

School senior leaders from the ELA SCITT partnership take part in the interview process, are members of the Quality Assurance Board and of the ELA SCITT Strategic Board.

The schools in our ELA SCITT partnership include:

- Tollgate Primary School
- Cleves Primary School
- Curwen Primary School
- Kensington Primary School
- Ravenscroft Primary School
- Rosetta Primary School
- Upton Cross Primary School
- Vicarage Primary School
- Rush Green Primary School
- Davies Lane Primary School
- Nightingale Primary School
- Devonshire Hill Primary School
- Welbourne Primary School
- Whybridge Junior School

The schools in our teaching school alliance can be found on www.tollgateteachingalliance.com

**How to contact us:**

You can phone the ELA SCITT on 020 7474 1848
Or email us on teachingschool@tollgate.newham.sch.uk
Or visit our website on www.elascitt.com