

The Warwick

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What is School Direct?

School Direct is a programme whereby schools recruit trainees directly and select them to train and work within their partnership schools. Schools, therefore, have more control over the quality of training that is provided and how it is delivered. We guarantee an interview for any relevant post in a partnership school for those who are successful on the programme with us.

What are the routes?

There are two routes into School Direct: Salaried and non-salaried. The salaried route is aimed at graduates with at least 3 years work experience and is an employment based route into teaching. The non-salaried route is open to all graduates funded by tuition fees paid by the graduate through the student loan scheme. Our School Direct programmes will lead you to gaining a PGCE in conjunction with our partnership universities.

Who is in our partnership?

The Warwick School (Lead School) (www.warwick.surrey.sch.uk)
Oakwood School (<http://www.oakwood.surrey.sch.uk>)
Reigate College (<http://www.reigate.ac.uk/>)
Royal Alexandra and Albert School (<http://www.raa-school.co.uk/>)
Oxted School (<http://www.oxtedschool.co.uk>)
The Ashcombe School (<http://www.ashcombe.surrey.sch.uk/index.shtml>)
University of Sussex (<http://www.sussex.ac.uk/education>)
University of Brighton (<http://about.brighton.ac.uk/education/>)

We have a very successful and long-standing tradition of working with these schools and universities and have been fortunate enough to offer permanent employment to several of our School Direct Trainee teachers this year.

What kind of training can we offer you?

The model for training that we will follow will primarily focus on training in the classroom as well as having regular focused training days delivered by outstanding practitioners. We believe it is important to be in an innovative environment where you are supported and challenged to reach your potential. The Warwick Partnership will be delivering all training and professional development to those on the School Direct programme. We believe this will give a rich and varied experience to prepare you for a highly successful teaching career.



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Our training is supported by the University of Sussex and the University of Brighton.

Both universities have a long and successful tradition in teacher education. The university works with us to provide quality inputs on how to teach and assess in different secondary subjects or across the curriculum in primary schools. The University also provides a comprehensive programme of professional studies which complements the sessions offered across our partnership. University sessions take place on the University campus and include a mix of lectures, workshops and tutorials led by the Faculty of Education, excellent teachers from partnership schools and other educational experts. These sessions also allow you to share your experiences with other trainee teachers and reflect upon the learning and teaching trainees do in schools.

Every trainee is expected to complete a number of academic assignments at Masters Level which are designed to develop knowledge and understanding, encourage reflection and assess progress against the Teachers' Standards. The University works in partnership with the school to organise a final assessment and make a recommendation for QTS. A university tutor will be assigned to support you whilst on the programme and you will be eligible to access a range of support services provided by the University.

School Direct Training Route

Candidates on a School Direct Training place will be automatically registered on the PGCE which offers up to 90 Master credits and enables progression onto an MEd in the NQT year.

School Direct Salaried Route

Candidates on the School Direct (salaried) route are awarded QTS and a PCGE. We currently do not have any salaried places for 2018/19.

To find out more about our partnership with the universities please visit:

<http://www.sussex.ac.uk/education/ite/schooldirect> -University of Sussex

<http://about.brighton.ac.uk/education/> -University of Brighton

Entry criteria:

1. UK university degree (2:2 or above) or a recognized equivalent qualification
2. Grade C or above in GCSE English Language and Mathematics and successful completion of the Skills tests for Numeracy and Literacy before you commence the course.
3. You will be required to undergo an enhanced DBS check to verify you're suitable for working with young people.



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The Warwick School is an 11 to 16, co-educational, maintained Community School situated in the very heart of the Redhill Community.

We pride ourselves on being fully inclusive; providing outstanding care for all students and offering a safe, secure and nurturing environment for those with special educational needs and disabilities (SEND) and other vulnerable young people.

The school was judged 'good' with 'outstanding' behaviour and safety in its OFSTED inspection of February 2013.

Overall attainment at the end of Key risen steadily over recent years. In total Progress 8 score was equal to schools nationally. High ability made significantly more progress than average. The percentage of students A*-C in English and Maths was 48%. The percentage of students achieving grades was 60%. One in 8 grades or A. 10% of students achieved 5+ A* grades.



Stage 4 has 2016 the other students the national achieving The 5+A*-C were an A* and A

The Warwick School is recognized as a beacon for science, technology, engineering and mathematics (STEM) by Surrey SATRO and other organisations and local employers, with its exciting Science Summer School, engineering days and Opportunities Weeks which bring over 100 employer partners into the school environment.

In 2013 The Warwick School was the first secondary school to be awarded the Anti-Bullying Charter Silver award.

The school has an outstanding history of training development for graduate trainees (formerly GTP), Initial Teacher Training (ITT) and Newly Qualified Teacher (NQT) induction, being the only school whose Professional Mentor is a Local Authority Consultant in teacher education and induction.

The learning environment is well resourced to enable teachers to support each student to succeed, with high quality general classroom facilities, laboratories, workshops and ICT suites.



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- ★ One of the top 3 most improved schools in Surrey 2016
- ★ 73% of subjects are above national average
- ★ Expected progress in core subjects is above national average
- ★ Value added in 2016 was best ever for the school
- ★ ITT and NQT programme has been rated as outstanding in local authority inspections
- ★ A large team of experienced and committed staff
- ★ Headteacher is the chair of the Horley Learning Partnership, a confederation with local primary schools
- ★ Dedicated Speech, Learning, Communication and Numeracy centre
- ★ Creative Arts is valued and promoted with an Arts Festival. The school has 2 new state of the art Drama studio
- ★ Achievement in sport is celebrated with a wide variety of sports promoted including Dance and cheerleading
- ★ Investors in People Gold and Investors in Careers Education
- ★ Wide range of extra-curricular activities including more than 50 visits and experiences including overseas travel
- ★ Strong community links through Remembrance Day Parade, Industrial Mentoring and Horley Carnival and fundraising.
- ★ Focal point for community of Horley and South East Surrey



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- Reigate College is an immensely successful Sixth Form College that has been massively oversubscribed for more than a decade
- Graded Outstanding by OFSTED since 2005 and regularly approached by other colleges for advice
- In 2015 the College was awarded the accolade of being a National Teaching School, as part of the East Surrey Alliance, in recognition of its exceptional teaching
- Consistently among the top performing sixth form colleges in the country
- More than 100 dedicated sixth form teaching staff
- Around 45 A level and Level 3 BTEC courses that students can 'mix and match' to form their own tailor made study programmes
- Long running and very successful teacher training programme – more than one third of the College's teaching staff are trained at the College
- Superb site with specialist facilities for sport, music, drama and dance
- Strong student support departments including Careers, Learning Support and Independent learning Centre
- A large extra-curricular programme of clubs and activities, including creative, sport, CV enhancing, the Duke of Edinburgh's Gold Award and many trips



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The Royal Alexandra and Albert School is a non-selective state boarding school for boys and girls aged 7-18, with compulsory Saturday morning lessons and consequently longer holidays.

- The School is set in 260 acres of picturesque private parkland in Gatton Park, Reigate. Our large site allows us to have extensive facilities, including floodlit all-weather sports pitches, a state-of-the-art Fitness Centre, indoor swimming pool and Equestrian Centre.
- With 445 boarders and 560 Flexi Boarders there is a lively community with a significant number of boarders staying at weekends.
- This summer, 62% of Year 11 pupils achieved 5 or more GCSEs at A*-C including English and Maths.
- With 170 students in the Sixth Form, it is big enough to offer a wide range of subjects but small enough to care about each student. In 2016, 51% of A Levels were graded A*-B. This year, 84% students went to university, with many securing places at Russell Group universities.
- The last two Ofsted inspections, carried out under the new, tougher framework, have deemed this School and its boarding provision to be 'Good', with both reports highlighting 'Outstanding' elements.
- The last Ofsted inspection stated that school 'leaders have put training and development of staff at the core of the school's plan [...] Strategies such as the 'outstanding teacher initiative' are used successfully to allow staff to share good practice.'



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OXTED SCHOOL

Part of The Howard Partnership Trust
Working Together for Excellence

1. Oxted School, part of The Howard Partnership Trust, is amongst the largest and most dynamic comprehensive schools in the country. Nestled at the foot of the North Downs in the lush countryside of East Surrey, the school has a unique character and ethos which draws out the best from every individual student who we have the privilege to educate.
2. Oxted School is a high performing school against every measure. Our GCSE results with 75% of students gained A*- C (65% including English & Maths, 41% achieving EBacc). At A-Level 46% of Sixth Form students achieved A*-B in the Summer of 2016
3. Our ITT programme is first class – our team of skilled mentors work very hard to maximise the potential of trainee teachers. Oxted has a proven record of developing outstanding teachers, and also appointing teachers we have trained
4. Oxted School is the lead school for the Howard Partnership's TSST (Teacher Subject Specialist Training) courses in Maths and Physics. These are aimed at non-specialists who have been asked to teach outside their subject, and teachers returning to the profession after a number of years. Training takes place over 5 days in schools across the Partnership, and is accredited by the University of Sussex
5. We have excellent links with Universities, colleges and schools in the area
6. We are extremely proud of our outstanding Visually Impaired Centre
7. Our resources are first-class with dedicated Mathematics & Science Blocks; impressive sports and creative arts facilities
8. Academic rigor is combined with a strong emphasis on creativity and physical activity, both in lessons and beyond. Outstanding artwork, professional standard school productions, and captivating musical performances are hallmarks of the Oxted experience, and our sports facilities put us amongst the best state schools in the country. A sense of adventure pervades day to day life at Oxted, and we are proud to be amongst the largest Duke of Edinburgh centres in the country.
9. Successful applicants will be extremely well supported and be part of a professional, happy workforce. CPD is central to the School's ethos and you will be supported with a range of training opportunities



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The Ashcombe School

The Ashcombe School is a Local Authority community comprehensive school for 1400 pupils of all abilities between the ages of 11-18

The school's academic success is widely recognised. Around 70% gain 5A*-C incl. En and Ma (these figures are first entry and do not include any non-GCSE courses), 99% 5A*-G (GCSE) and a fifth gain 2A* or more.

We have a large sixth form with 300 students. 25 A 'level subjects are on offer. The average points score per students is 350 UCAS points and we have a very open approach to entry.

We were graded good by Ofsted in 2015 and outstanding in the pastoral care that we offer to students.

We were designated a Leadership Partner school in 2009 and we have a strong outward facing approach and work closely to offer help to many other schools.

We have a successful NQT programme and a successful middle leader programme.

The school achieved accreditation as an Investor in People in 1999 and an annual review of this takes place. (summary is on the school website) which praises the school's approach to developing staff, and reports the very positive views the staff have about working at this school

Wide range of extracurricular activities throughout the year (Duke of Edinburgh award, residential trips both at home and abroad); Activities Week in the summer term.

Prospective candidates are welcome to visit us at work should they wish to.



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How do candidates apply?

Applications must be made through UCAS Teacher Training using the APPLY system found on their website at www.ucas.com/apply/teacher-training.

Candidates begin by registering their details; then choosing where, when and how they plan to train. If you wish to apply for any course within the Warwick Partnership make sure to type in The Warwick Partnership when searching for courses. Applicants will need to provide details of two references as part of the application process.

Once the application has been received and processed by UCAS, it is made available online for training providers to consider.

Applicants have two opportunities to secure a place – Apply 1 and Apply 2

Apply 1

This is the first application route, which allows applicants to apply to several training programmes simultaneously, from 23rd October 2017. Candidates can choose up to three open training programmes at a time.

Apply 2

Eligible candidates can use Apply 2 from 2 January each year.

Please see below for all courses at The Warwick Partnership for 2018/19.



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Training School	Subject	Type of Course (Tuition Place or salaried Place)	Number of places requested	Provider (Sussex University or Brighton University)
Warwick	English	Tuition	1	Sussex
Warwick	Maths	Tuition	1	Sussex
Warwick	Science	Tuition	1	Sussex
Warwick	Computing	Tuition	1	Sussex
Warwick	Geography	Tuition	1	Sussex
Warwick	History	Tuition	1	Sussex
Warwick	MFL	Tuition	1	Sussex
Warwick	R.E	Tuition	1	Sussex
Oakwood	English	Tuition	1	Brighton
Oakwood	Maths	Tuition	1	Brighton
Oakwood	MFL	Tuition	1	Sussex



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Oakwood	Geography	Tuition	1	Sussex
Oakwood	History	Tuition	1	Sussex
Oakwood	RE	Tuition	1	Sussex
Oakwood	DT (Food)	Tuition	1	Sussex
Oakwood	PE	Tuition	1	Brighton
Oakwood	Drama	Tuition	1	Sussex
Oakwood	Music	Tuition	1	Sussex
Oakwood	Physics	Tuition	1	Sussex
Ashcombe School	Computing	Tuition	1	Sussex University
Ashcombe School	Maths	Tuition	1	Sussex University
Ashcombe School	English	Tuition	1	Sussex University
Ashcombe School	Science	Tuition	1	Sussex University
Ashcombe School	Food Technology	Tuition	1	Sussex University
Reigate College	Maths	Tuition	1	Sussex University
Reigate College	History	Tuition	1	Sussex University
Reigate College	Biology	Tuition	1	Sussex University
Reigate College	Chemistry	Tuition	1	Sussex University
Reigate College	Physics	Tuition	1	Sussex University



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Reigate College	Computer Science	Tuition	1	Sussex University
Reigate College	Economics	Tuition	1	Sussex University
Reigate College	Business	Tuition	1	Sussex University
Reigate College	MFL Spanish/French	Tuition	1	Sussex University
Reigate College	D and T (Product Design) D and T (Engineering)	Tuition	2	Sussex University



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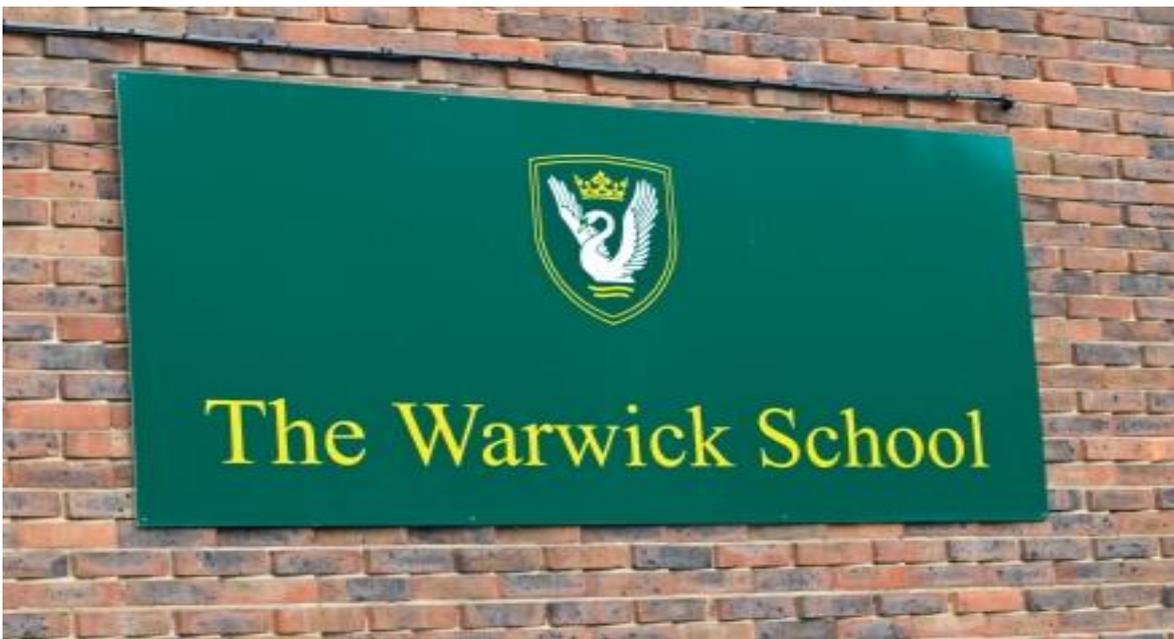
Please let us know if you have applied by contacting us and registering an interest with us. We will happily answer any questions or welcome the opportunity for you to visit the school of your choice. If you would like to arrange a **school visit at any of the partnership schools** please e mail **Pius Gallagher**, School Direct Co-ordinator. Ga@warwick.surrey.sch.uk Please note that we participate in the School Experience Programme. If you are interested in taking part in this, please contact Rachel Ind, Professional Tutor. In@warwick.surrey.sch.uk

Should your application be successful, a selection day will be held for each subject area consisting of an interview, teaching activity and discussion to assess your suitability and commitment to the teaching profession. The University will also hold separate interviews to ensure that candidates meet the entry criteria.

Should you be selected to attend interview you will need to bring along with you to the interview original certificates of your degree and GCSE qualifications. Please note that before commencing your training all successful applicants are required

to pass Skills Tests in Numeracy and Literacy.

We believe that teaching is hugely rewarding and exciting and hope that you will make the positive choice to join us at the start of your career. We believe the opportunity to train through School Direct is exceptional and that we, together with the group of schools and university with whom we are working will provide you with an excellent experience to prepare you as an outstanding teacher and future leader. We look forward to meeting you in the future.



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Testimonials from Former Trainees



Kate Butler (Science Teacher)

My NQT Induction Journey...

I have had the privilege to undertake my NQT year at The Warwick School where I did my first PGCE placement at. I chose to undertake my induction year here because I was aware of the great induction programme and support that was offered to new teachers. It really helped that I had already spent 12 weeks at the school in my PGCE year as I was aware of who was who and how things worked at the school. I was also able to do 2 weeks cover work in the summer prior to my NQT year so I was able to get things like my laptop and passwords sorted. Luckily I was given my timetable so that over the summer I had some idea of the classes I would be teaching over my year.

I found the first term the toughest. Firstly, you are moving from teaching a PGCE timetable to an NQT timetable (10% less than a full timetable) and are also getting to know your classes. Planning and behaviour management were the biggest challenges for me at this time. I found that putting together a termly plan with a rough outline of what lessons you would be teaching and when, really helped me to manage my lesson planning time effectively. I also found it incredibly important to follow up and follow through with any behaviour issues in the class. I found phoning home to form a constructive relationship with parents as quickly as possible was one of the best ways to manage behaviour in lessons. That way, students know you mean business and will not let things go. Whilst the phoning used up every ounce of my time, it really has paid dividends for the rest of the year as you have the parents on board should there be any issues.

I found at the start of the year my NQT time was best spent observing teachers in the school – this allowed me to see different strategies and trial them with my classes. As I have developed over the year, I have become very aware of my strengths and areas to develop and I now focus my observations of others on exactly what I need as a teacher to develop further. I also strongly suggest that the NQT time is used to start collecting and putting together your PDP folder from day 1 – that way there is no last minute stress when assessment time comes around.

The NQT year provides an ideal opportunity to get involved with extracurricular activities. The best thing about these activities is building up a relationship with students outside of your subject lessons so you can see what they really enjoy. This can be used in your own lessons.

The induction programme and training offered at my school has been excellent and has really met my development needs including questioning techniques and assessment for learning. It can however feel quite challenging to go to each session almost weekly in the first couple of terms when you have so



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many other things you could be doing. But I would say it is definitely worth going as you will get something out of it. As NQT's we were also lucky enough to attend the Surrey NQT conference – this was a great opportunity to network and moan with other NQT's about how hard it can be but most importantly to take away new ideas to use in the classroom.

My mentor for the year was the same as my mentor for my PGCE year. His support and guidance has been exceptional over the year. He is very pragmatic in his approach to supporting me and focuses on the things that really need doing in order to complete induction. He is also a great source of inspiration for new ideas and strategies that I can use in my lessons to keep them fresh and engaging for my students.

My assessor had been my professional tutor when I was a PGCE student here. Our professional relationship has developed really well over the year. She provides exceptionally detailed feedback on my lessons and PDP, clearly demonstrating how much time and effort she puts into being my assessor. This makes all my hard work and effort really seem worth it as she is so appreciative and supportive. I couldn't have asked for a better assessor!

Overall, I have really enjoyed my NQT year. It is tough but with the right team around you to support you, you will get through and the sense of achievement is immense.

Kate Butler (Science NQT)



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Testimonials from School Direct Trainees at The Warwick Partnership



Charlotte Glass (School Direct Trainee in English)

Having known for several years that I wanted a career in teaching, I found the choice of applying for a teacher training programme an easy one. However, with a few training routes now being offered, at first it seemed like a daunting process; I was quickly proved wrong through the application of the

School Direct placement. Having researched into the direction it took, the clear opportunity for an inclusive school experience greatly appealed.

From the outset I was treated like any other member of staff, with responsibilities and expectations helping me to fully immerse myself into the school's environment and culture. This was hugely beneficial, especially helping the relationship with my students who also recognised me as an equal member of the teaching team and not a trainee-student. The expectations of me were the same as a fully qualified teacher: INSET days, staff training evenings, parents' evening and extra-curricular activities are just a few examples of the opportunities you have, to help fully engage and enjoy the career choice. Being treated in this manner meant that I immediately began to experience the rewarding role that a teacher has.

However, I was far from being alone with these new responsibilities and demands. The supportive team ensured I was never left panicking over the new experiences I encountered on a day-to-day basis. Thanks to my Professional Tutor and Mentor, I was able to receive continuous feedback and advice on how to further improve and better my teaching ability. My Mentor kindly ensured she was available any hour of the day, so that I did not feel unsupported or alone within this new role. If I stumbled upon a difficult or unfamiliar scenario, I knew that I could ask any member of the team to assist my understanding and actions, whilst still being able to maintain the professional role required for the placement.

In terms of my teaching and lesson planning, my placements ensured I was observed in every lesson: a daunting prospect at first, but one that proved extremely helpful and practical throughout my experience. After every lesson I received feedback and suggestions as to how to continually better myself and improve my teaching practice. My Mentor regularly helped guide and support my planning ideas, helping me to equip myself with not only the subject of English, but the wider school responsibilities and roles required of a teacher.

Not only did the school provide a vast assortment of extra training and opportunities, but the supporting University also ensured progress and improvement was taking place. By attending University one day a week, I was able to take the time to acknowledge the requirements of the course and receive extra instruction and methods that I could then adapt to my lessons. The University supplied a vast array of lectures and resources that deepened my understanding of the role, as well as offer talks from leading professional within the teaching institution. Overall, this route has proved to be a challenging but enriching experience. The structure and support has ensured a stable pathway, alongside allowing an independently inclusive experience to learn and progress within.



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Dr. Cate Waters (School Direct Trainee in Science)

The School Direct training route appealed to me for a number of reasons; it allowed me to have some choice with regard to the school that I was going to train in, I was able to meet the professional tutors at a teaching development event prior to visiting the school and I was able to meet my mentor, the students and other staff before applying for a place formally. This was important for me as a mature student.

Once on the programme I was present on the first staff-training day of the year. I was introduced to all the staff and learnt about important issues such as child safeguarding and the school's vision. All this meant that as I began the process of learning how to teach I felt comfortable in the school and fully supported.

As a School Direct Trainee the school has been able to contribute to progressing my fuller development as a teacher. I have been involved with the school's training programmes, school trips and clubs, as well as celebrations. As a Science Trainee I have found it really helpful to have the time to form good relationships with all the staff including the technicians and to benefit from their wealth of knowledge. I really have felt 'part of the team'.

The school has also organised complementary placements in order that I can gain a broad base of experience in other schools and across all the Key Stages.

School Direct combines the school training with university based teaching. This involves a three-week induction period followed by one day a week at the university. The course covers specialist subject knowledge and educational theory. This makes it possible to gain a PGCE as well as QTS.

In conclusion, as a School Direct trainee you are able to benefit from all that the university has to offer. In addition, you are able to meet the staff and students at the school in which you will be predominantly working prior to applying for a place. The school experience is fuller and you are able to develop strong relationships with many of the staff at the school; their experience and support has hugely enhanced my learning from and enjoyment of the year.



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