

Our Vision

The West Essex School Direct Partnership is committed to attracting, training and developing graduates to enable all schools within our area to reach the same level of excellence and quality of provision thus ensuring that all our trainees achieve their full potential.

In order to realise this vision our partnership schools have made a commitment to work together through the School Direct programme with our provider TES Institute to provide the very best school-based teacher training programmes in the Secondary sector. The programme will seek to maximise time spent in the classroom by ensuring that the face-to-face professional studies programme is of the highest quality and delivered within our locality.

About our School Direct Partnership

The West Essex School Direct Partnership based at Davenant Foundation School has a long tradition of successful teacher training and we were centrally involved in the 'pilot' year 2012-13 when the Government launched the programme. We have 39 trainees on the 2016 – 17 secondary programme; in addition to this we also have 5 trainees on the primary course. We provide a very special, school based training experience in partnership with TES Institute who have a reputation for innovative on-line learning materials, especially in shortage subjects, with its Subject Knowledge Enhancement courses.

TES Institute, a leading teacher training provider and the newest member of the TES Global family, is delighted to be working in partnership with Davenant Foundation School and its partners to deliver School Direct Initial Teacher Training (ITT). Our salaried and unsalaried School Direct programmes are accredited by the National College for Teaching and Leadership (NCTL) and they provide a blend of online learning and in-school experience leading to Qualified Teacher Status (QTS) and an option to add a Postgraduate Certificate in Education (PGCE). The PGCE is accredited by our partner university (UEL) and is subject to annual review.

TES Institute is committed to supporting school based teacher training, helping schools to create great teachers. Through our team of highly experienced pathway tutors working in partnership with schools and trainees, TES Institute combines the best of in-person and online learning to deliver truly flexible teacher training. Starting with just 2 partnerships and 27 trainees in 2013-14, TES Institute trained 100 trainees in 2015-16 and are expanding this further in 2016-17 with 7 partnerships, expanding from Essex into Suffolk and Kent. TES schools work in partnership to share best practice and develop and deliver high quality teacher training. In 2015-16 approximately 60% of trainees were graded outstanding.

There are 18 schools in the partnership, all judged to be outstanding or good (Grade 1 or 2) by Ofsted and managed by Davenant Foundation School as the 'lead school'. Davenant is one of a small number of 'Teaching Schools' in the country and it was previously a 'Training School' from 2008 - 2012. The unique blended learning programme combines school based training, on-line learning materials, a network of experienced subject specialists to deliver pedagogy and subject knowledge and a number of off-site visits to special schools, primary schools and Leading Teacher days.

All of the schools have a track record of working with university PGCE providers and Essex ITT.

The working partnership has been in existence for over 6 years which ensures that cooperation between the schools is established and is a strength of the partnership. Each school provides a fully trained Mentor for each trainee, supported by a Pathway Tutor from TES Institute who visits each half-term

For information on School Direct please visit the DfE website.

<https://getintoteaching.education.gov.uk/>

For enquiries about the various routes into teaching through Davenant Foundation School, email schooldirect@davenant.org

Part Time School Direct Training Programme

For some people training to be a teacher full-time isn't possible, perhaps because of childcare issues, or financial constraints. For candidates who have good in-class experience and strong subject knowledge we are now able to offer a part-time course with only 3 days a week in school. On-line Professional Studies work, preparation and assignment writing can be fitted-in around other commitments.

The part-time course is designed to last a maximum of 18 months, however a good candidate may be able to complete the programme in less time, if they can demonstrate that they have met the QTS standard. Anyone interested in this route will need to be successful at interview and then negotiate the detail of their programme with both the host school, the Directors of the ITT Programme and the TES Course Director.

How to Apply: School Direct Training Programmes

School Direct Training Programmes

FIND US ON UCAS AS 'THE WEST ESSEX SD PARTNERSHIP'

All applications must be made through the UCAS Teacher Training website using the 'Apply' system.

The UCAS portal for applications to this partnership opens in October each year and you are able to view our training programmes now.

To find the list of programmes we offer, please click on the UCAS link below. In the 'search for a training provider' box search for us using the following lead school provider codes:

Davenant Foundation School or West Essex SD Partnership – 10S

[UCAS search for a training programme](#)

It is essential that all applicants make contact with us for an initial visit to ensure that this route is the right one for you.

School experience is essential; therefore, if you have not done so already, we suggest you make contact with a local school or with us to arrange some observation experience for you.

DBS

An enhanced Disclosure and Barring Service check (DBS) is required for entry to Initial Teacher Training. We ask applicants to confirm that they agree to a check by the Disclosure and Barring Service.

Entry requirements

To qualify for this school centered route you must have English and Maths GCSE (or equivalent) at grade C or above and a degree preferably in the subject you want to teach, however through our provider TES Institute we offer SKE (Subject Knowledge Enhancement), see our SKE menu. You must have two references and you must have passed the English and Maths professional skills tests before a formal offer of a place on the training programme is made.

How we select:

The partnership will sift applications for eligibility (meeting the criteria) and a list will be drawn up. All of the partnership schools will take part in a shortlisting process for each subject on offer and this will lead to interviews being held across all of the schools.

The Interview process will involve an observation of the candidate teaching a class for 30 minutes (at least) with advance notice of the topic, year group and ability of the children that they will be teaching. There will be a written exercise and an interview lasting 30 minutes.

Staff from participating schools and TES Institute will be involved in the process which will be coordinated by Davenant Foundation School as the 'Lead School'.

- applicant must present original degree certificate and GCSE certificates (or equivalent) grade C or above passes in English, Maths and Science
- proof of ID and residency
- satisfactory references
- satisfactory health check and Disclosure and Barring Service (DBS) check
- applicant must pass the Professional Skills Tests in Literacy and Numeracy

All overseas qualifications will need to be verified by NARIC.

OUR PARTNER SCHOOLS

- **Davenant Foundation School, Loughton**
- **Burnt Mill Academy, Harlow**
- **Stewards Academy, Harlow**
- **Epping St John's, Epping**
- **West Hatch High School, Chigwell**
- **Passmores Academy, Harlow**
- **Roding Valley High School, Loughton**
- **St. Mark's West Essex Catholic School, Harlow**
- **Heathcote School & Science College, Chingford**
- **The Boswells School, Chelmsford**
- **Mark Hall Academy, Harlow**
- **The Ongar Academy, Ongar**
- **Great Baddow High School, Chelmsford**
- **Moulsham High School, Chelmsford**
- **Joyce Frankland Academy, Newport**
- **William De Ferrers School, South Woodham Ferrers**
- **The Sandon School, Chelmsford**
- **Chelmer Valley High School, Chelmsford**
- **Sir John Payne**

- **The Anglo European School, Ingatestone**

School Experience

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Contact : schooldirect@davenant.org [us to arrange some experience](#)

What is Subject Knowledge Enhancement?

Our online subject knowledge enhancement courses are perfect for you if you are applying for teacher training in Biology, Chemistry, Computing, English, French, Geography, German, Maths, Physics or Spanish and either your degree is not subject-specific or you lack confidence in your subject.

Our SKE courses prepare you for initial teacher training by helping you to gain the depth of subject knowledge and skills you need to be able to teach your chosen subject. We recommend that all postgraduates applying for teacher training in a shortage subject complete an SKE course prior to or during their initial teacher training.

As a postgraduate teacher training trainee you could access National College for Teaching and Leadership (NCTL) SKE funding to cover the cost of a Tes Institute SKE course (worth up to £5,600*) and you may be eligible for a tax-free SKE training bursary of up to £5,600 (depending on the course length and availability of supplementary funding).

Courses available

Tes Institute offers online SKE courses in nine subjects, including **Biology, Chemistry, Computing, English, French, Geography, German, Maths, Physics and Spanish.**

In order to receive course funding from the National College for Teaching and Leadership (NCTL) your chosen SKE subject should match the subject that you have a conditional offer for, unless you are teaching a Modern Language (French, German or Spanish) in which case you can choose a language that does not match your teacher training subject. In the case of Modern Language, you may pick up to two languages to cover back-to-back.

Fully funded English SKE

We are pleased to announce that English SKE courses are now available in a range of lengths including 8, 12 and 16 weeks. These courses will cover a range of topics across language and literature including creative writing, grammar, poetry, and Shakespeare. This course is eligible for full NCTL course funding and additional bursary of up to £3,200 if you meet the SKE entry criteria.

Please note that there is a [compulsory reading list for all English SKE courses that can be viewed here](#). These will need to be sourced by the start of your SKE course and can be found online, at a local library or from a number of retailers.

Science SKE courses – Biology, Chemistry and Physics

Designed for trainee science teachers who are training to teach Biology, Chemistry or Physics who need to upgrade their subject knowledge, these SKE courses cover key topic areas and practical techniques in each science subject and are 100% online, allowing you to improve your subject knowledge at a time that suits you.

As an example, some of the sessions available include organic chemistry, kinetics, applications of fundamental physics, electricity, plant nutrition, genome and stem cells and common misconceptions. If you are planning to take a 16 week or longer Biology, Chemistry or Physics SKE and you are interested in covering more than one science discipline please contact us for more information.

Chemistry and Physics SKE courses are available in a range of course lengths between eight and 28 weeks and Biology is available between eight and 24 weeks.

Maths SKE course

If you need to improve your subject knowledge of Maths then this online SKE course can help you build your subject confidence before or alongside your initial teacher training. Covering key areas of the mathematics curriculum, this online course is designed to strengthen your Maths knowledge and give you some of the tools that you will need to teach the subject.

As an example, some of the Maths sessions available include from numbers to algebra, trigonometry, probability and statistics.

Our online Maths SKE course is available in various course lengths from eight weeks until 28 weeks.

Modern Languages SKE courses – French, German and Spanish- Double SKE now available

Trainee teachers of a Modern Language are able to improve their subject knowledge in up to two SKE courses with our online French, German or Spanish SKE courses. Your chosen language doesn't need to match your subject that you are training to teach in, which will be particularly useful if you are asked to teach multiple languages once qualified.

As most language teachers are required to teach two languages, the NCTL are now offering funding for up to two modern language SKE courses. The aim is to refresh your main teaching language and gain a more in depth understanding of a second language, with the SKE of your main language taking 8 weeks and the second, weaker language taking up to 24 weeks.

During the course you will also have access to Rosetta stone to help you develop your language vocabulary. As an example, some of the Modern Languages sessions available include how we learn languages, problems with teaching grammar, patterns and creativity in languages and developing writing skills.

Modern Language SKE courses are available in a range of lengths between eight and 24 weeks.

Geography SKE course

Our Geography subject knowledge enhancement course covers a range of subject areas including rocks, weathering, rivers and coasts and climatic hazards. The online SKE course also provides an insight into using new technologies in teaching Geography.

As an example, some of the Geography sessions available include rocks, weathering and ice, climatic hazards, tectonic hazards and extending and enhancing teaching of Geography.

Geography SKE courses are available in 8-16 week course lengths.

Computing SKE course

Our Computing SKE course is designed to enhance a trainee's knowledge of Computing in light of the recent curriculum changes. With an increased focus on areas such as coding, web design and cyber security, this SKE course is ideal for anyone training to teach Computing who wants to improve their subject knowledge before or alongside their training.

As an example, some of the Computing sessions available include inside the digital device, building software solutions, cyber security and technology in business and society.

Computing courses are available in a range of lengths between eight and 24 weeks.



TES Institute School Direct Programme

The Programme:

The School Direct Programme is an ITT Programme delivered in school through a blended learning approach of in school training and online learning. TES Institute provide the online course and the Lead School and its partner schools provide in-school training and teaching practice supported by a mentor. TES Institute provide a Pathway Tutor who will support the trainee and school throughout the Programme.

The Programme leads to QTS and, if selected, PGCE .

Programme Dates:

4th September 2017 – 29th June 2018

Trainees are **in school fulltime**, they have **one day a week to study the online sessions** and attend regular training at the Lead school. In the West Essex Partnership, trainees **attend weekly Professional Studies Programme**, delivered on a Wednesday afternoon.

Programme Structure:

The main placement is in the host school from the start of September to the end of June with a **second placement** in a school in a contrasting context, from **January to February half term**.

The second placement is organised by the Lead School who will plan a contrasting placement in a school in a different context. Trainees are out of school for 2 days in December to visit the second placement school.

During the Autumn Term, all trainees spend 2 days at a KS2 setting and 2 days studying KS5.

During the course of the year, trainees also spend 1 or 2 days visiting a SEND setting and 1 day visiting a school with a high proportion of pupils with EAL.

Programme Content:

Subject Knowledge	<ul style="list-style-type: none"> •Explores teaching, learning and assessment across the curriculum
Professional Studies	<ul style="list-style-type: none"> •Explores the generic educational and professional issues that impact the work of teachers across the curriculum
School Placements	<ul style="list-style-type: none"> •Designed to help trainees become familiar with the work of a school/setting and the nature of teaching and learning
Partnership Professional Studies, workshops & tutorials	<ul style="list-style-type: none"> •Partnership Professional Studies, workshops and tutorials which normally take place at the Lead School or other school setting

Teaching Commitment:

Term 1 gradually build up to 30% teaching time plus team teaching – build up to about 6 hours teaching

Term 2 Second placement – same as term1, about 30% teaching

Term 2 increasing to about 40%, 8 hours teaching

Term 3 increasing to about 60% - 70%, 12-14 hours teaching

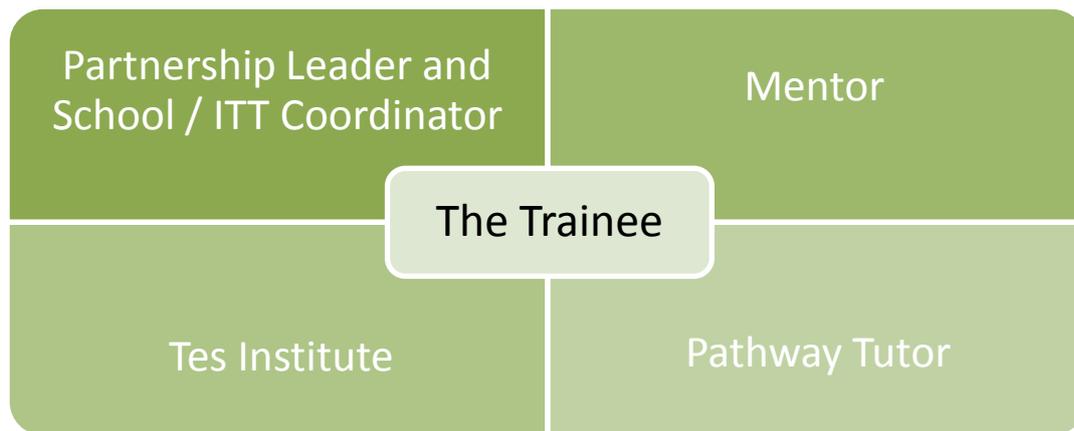
Salaried trainees build up their teaching time more quickly and teach about 50-60% from Term 1.

Programme Support:

Pathway Tutors support trainees throughout the Programme, They visit the trainee for half a day per half term and observe them teaching and monitor their progress in school. Pathway Tutors give trainees regular feedback to all aspects of the online course and monitor and support their progress.

Mentors, provided by the school, support trainees in their day to day teaching and all aspects of their school placement. Mentors are timetabled to meet with the trainee for 1 hour per week . TES Institute and the Lead School provide regular mentor training.

Programme Support – Partnership to support the trainee to meet the Teachers' Standards and gain QTS.



The PGCE

The PGCE is delivered by TES Institute in face to face sessions delivered at the Lead School and through webinars and is accredited by UEL (University of East London)

Trainees complete 3 assignments related to subject knowledge development, teaching pedagogy and a research project Raising Achievement.

NQTs

Trainees are supported in to their NQT year. They maintain their access to the online sessions and are visited by their Pathway Tutor. Progress reports and NQT Transition Targets are sent to employing schools to support the transition from trainee to NQT.

Testimonials

"I was concerned that at the age of 40, it would be impossible to change my career. Yet now with the support of the TES institute, I have the best job in the world. Working with children and inspiring them to fulfil their own dreams. Anything is possible and life really does start at 40"

Angela 2016/2017

"It's been a really tough year. I got myself into a big hole halfway through and never thought I would make it out – training programme finito! But the ITT Office was extremely supportive, and the Directors of ITT went that extra mile to pull me out. They ensured I finished the course in one piece ... just!

A very big thank you, guys. You were there when I needed you." **Alok 2016/2017**

"I'm pleased I chose to enter teaching via the School Direct route. Being integrated into a school and part of the team from day one is real advantage. The training is hands-on and challenging but I feel very well prepared for a career in teaching and ready to start my NQT year." **Dom 2016/17**

"I have found the Schools Direct course to be a very valuable route into my teaching career. Experiencing school life from September through to June on the Schools Direct training course has giving me an insight into the teaching profession that I would not have experienced had I choose the university route. As I now prepare for my NQT year in my new school I feel confidently equipped to embrace the challenges of teaching ahead." **Eamonn 2016/2017**

“My trainee year was challenging but I loved every second of it. Being in school from the very beginning really gives you an advantage in terms of meeting your classes and understanding the school routine. From an academic point of view, having all of the resources online in Hibernia's VLE meant that I could fit the online modules around my lessons and planning, instead of actually having to go into a university to do it.

Being able to meet other trainees once a week at the Davenant was a great opportunity to share resources and discuss what you had learnt, so we were always bettering ourselves and our teaching.” **Andrew - 2014/15**

“The School Direct path into teaching really gives you the opportunity to build relationships and fully immerse yourself in school life. Whilst you build up your timetable gradually you are still able to experience extra -curricular opportunities, pastoral responsibilities and observations of experienced members of staff. The online element of the course meant that studying for QTS and the PGCE was flexible and always available.” **Dorothy - 2014/15**

“As a School Direct trainee at Davenant Foundation School, I had so much support from my mentor, colleagues and other trainees. I learnt an incredible amount about how children learn, and how to be reflective of my own practice. The blended learning course is a route that I would recommend to anyone that would like to train as a teacher, as it gives you the flexibility to work at your own pace and timing. The resources and opportunities on offer, such as experience in a special school, are incredibly valuable and hard to find in traditional teacher training routes.

I am able to put my learning from last year into practice every day as a Newly Qualified Teacher (NQT). I can refer back to professional studies sessions for tips and guidance, and still ask advice from colleagues and friends that I have made.

It was a difficult year, but well worth the hard work!”

Charlotte - School Direct 2014/15

“Your teacher training year is challenging and you learn a lot about yourself through the experience. Hibernia was very supportive of my needs and my pathway tutor was an exceptional role model for me, who provided a plethora of knowledge and strategies to help me. It was also beneficial to go to Davenant once a week, so I could catch up with other trainees on the course and share experiences”. **Daniella**

School Direct 2013/14

“I found being in the school setting from day one really benefitted my progress. Being able to watch experienced members of staff enabled me to implement good practice into my lessons right away. Also, having the large support network including my school, my in school mentor, the hub school (Davenant) and the external tutors made the whole experience less stressful. I felt like I had a huge amount of support from a number of different places.”

Danielle

School Direct 2013/14

“Both Hibernia and Davenant school were highly supportive of me during my training and gave me access to excellent subject knowledge development days. Not only that, the course provided rich opportunities to learn from and engage with highly experienced teachers. Their input was vital to learning quickly on the job and developing confidence as a classroom practitioner.”

Nancy

School Direct 2013/14

Events

There will be three Recruitment and Information Evenings during October –

These events are open from 7.00 p.m. – The Welcome Talk will begin at 7.30 p.m.

TUESDAY 17TH OCTOBER 2017 – PASSMORES ACADEMY, HARLOW

WEDNESDAY 18TH OCTOBER – DAVENANT FOUNDATION SCHOOL, LOUGHTON

THURSDAY 19TH OCTOBER – CHELMSFORD – VENUE TBC

To register your interest contact schooldirect@davenant.org