



educate & inspire  
**teach**

Titan Secondary SCITT Prospectus 2009-2010

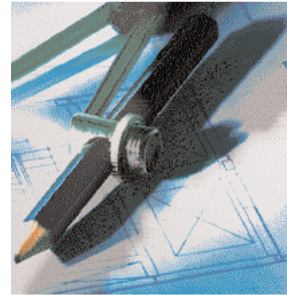
developing your future as a teacher...



**TITAN**

raising aspirations through partnership  
In Birmingham

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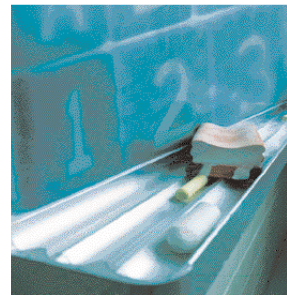
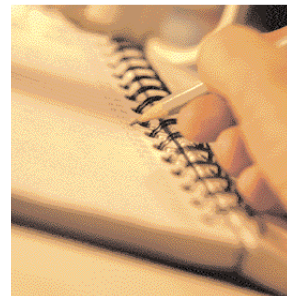
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# INTRODUCTION

Thank you for showing an interest in our School Centred Initial Teacher Training (SCITT) course.

How does a SCITT course differ from traditional university based PGCE course?

SCITT is a school based full time post graduate programme for training teachers. A group of schools take the lead in designing the training programme, and can choose to work closely with a range of partners, including higher education and local authorities.

A SCITT course offers a distinctive form of initial teacher training since it is based in schools and run by them. For trainees, one of the most significant advantages of SCITT training is that, from day one, they are in a classroom environment, acquiring the knowledge and skills required for effective teaching. Trainees are, to all intents and purposes, an additional teacher under training and they are expected to attend and fulfil the role of a teacher.

The Titan SCITT was accredited by the Training and Development Agency (TDA) for the award of Qualified Teacher Status (QTS) in December 1996 and by the Open University for the award of Post Graduate Certificate of Education PGCE in August 1997. We currently offer the award of Professional Graduate Certificate in Education.

The Titan SCITT consists of nine secondary schools, single sex and coeducational schools. The schools offer a variety of contexts in which trainee teachers will be able to develop the necessary competences to meet the challenges of teaching effectively in a secondary school, now and in the future. We are hopeful that another local school will join the SCITT from September 2009.

The Titan SCITT offers training across Key Stages 3 and 4 (11-16 yr olds)

Schools in our inner city area provide an excellent learning environment for our trainee teachers to develop these competences and begin their careers as well prepared, confident and effective teachers.

Successful applicants to our programme will work in at least two of our nine participating schools gaining experience both in the classroom and in the general day-to-day life of a school. With guidance and support you will soon take on many of the responsibilities of a teacher, being encouraged to play a full and active part in the academic and social life of each school.

You must have no illusions about teaching. Teaching is a demanding job, physically, emotionally and intellectually. It requires a capacity for sustained hard work, commitment and enthusiasm. Consequently, before you proceed further with your application, you must reassure yourself that you are ready to face this challenge. If you have the essential qualities teaching can be a tremendously rewarding career.

Yes, you will find the going tough at times, but I promise that by the end of the course, you will be very confident in your ability to take up your first teaching post and make a success of it.

We look forward to hearing from you.

Dr Stephen Nepaulsingh OBE  
CHAIR, TITAN ITT MANAGEMENT GROUP.

to learn in  
educate

## TITAN PARTNERSHIP LTD



Titan is based in the Handsworth, Aston, Edgbaston and Nechells areas of Birmingham's inner city.

The Partnership is made up of over fifty nursery, primary and secondary schools, colleges, a university, businesses and other groups that make up the wider community.

The special needs of Birmingham's inner city are the main driving force behind Titan Partnership Ltd. Every member of Titan is committed to combating disadvantage, with a shared belief in the tremendous potential and cultural richness of the inner city. By showing business, parents and community groups that the inner city can offer a quality learning experience, Titan is helping to build confidence and strength in the area. The existence of Titan Partnership Ltd will be an important factor in promoting the potential of the inner city children to employers.

By encouraging contacts and shared activities between different sections of the community, the Partnership is building on the strengths of the area's cultural diversity, helping to develop a network of mutual support and respect.

At the heart of Titan's vision is the need to broaden the range of educational experiences open to young people in the inner city. Its ultimate aim is to build a cohesive structure covering every phase of a child's development from nursery school to higher education and employment. Ownership of this educational process will be shared across the whole community and membership is drawn from the local institutions in nursery, primary, secondary and further education. The Partnership maintains formal links with government agencies, parents, employers, the careers service and the Local Authority (LA).

Titan recognises the unique strengths and needs of each institution. It does not seek to manage or control affairs of the individual partners; each member is free to use and share resources in the way that is best suited to its needs.

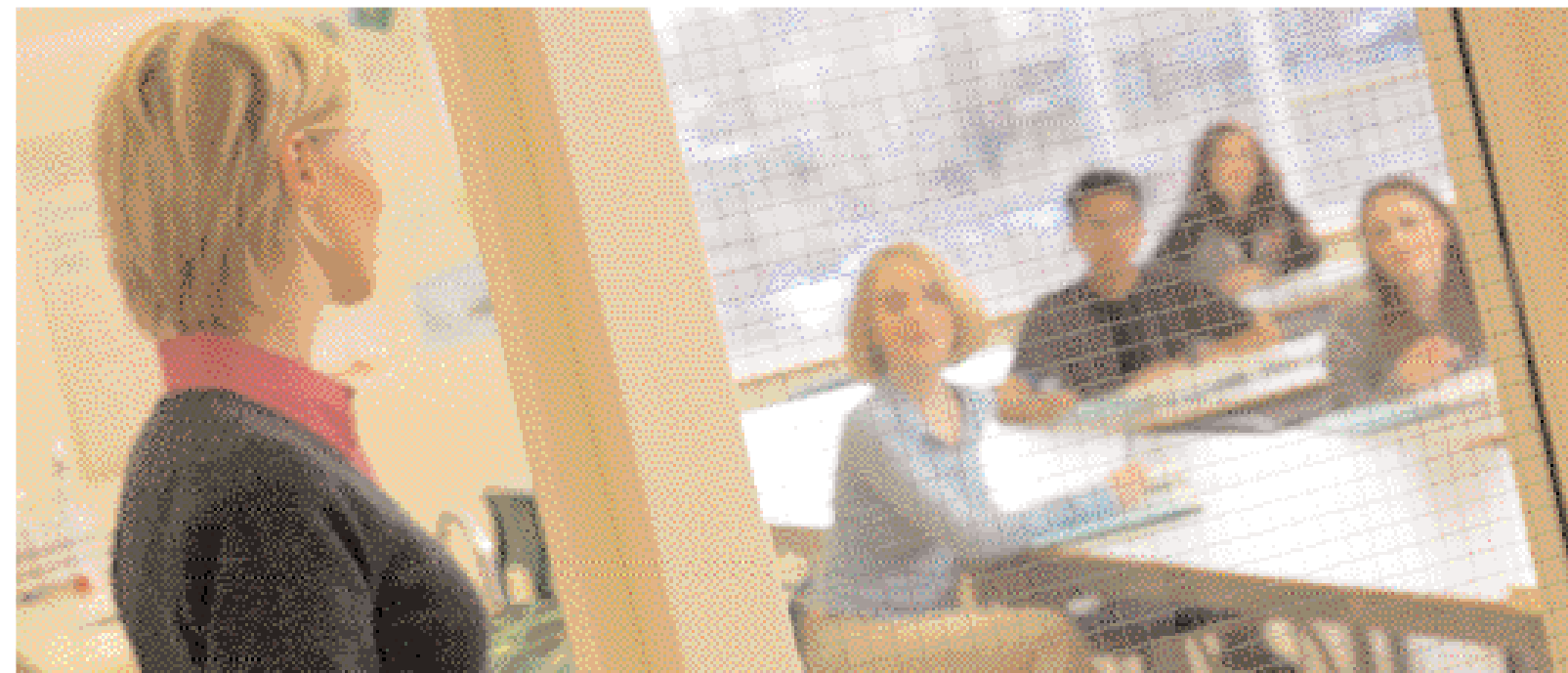
The Partnership gives partners a joint organisation of their own funding and development.

Outside the curriculum Titan is working to create better opportunities across the whole field of personal development. Involvement in the Partnership gives students and teachers more access to contacts and ideas from continuing education and employment. It also gives employers access to schools, and a chance to understand and contribute to the curriculum. Titan is linked to networks of training, education and employment across the city.

The aim is to create a platform for co-operation that brings positive benefits for both sides, enriching the curriculum, creating more employment openings for young people, meeting employers' needs for a better prepared and more skilled workforce, and improving the economic well being of the city.

Titan is building a higher profile for our inner city schools, on a local, national and international level. This will play a key role in attracting external funding into the area, and it will give business, government agencies and the LA an ideal channel for their support.

## TITAN SECONDARY SCITT SCHOOLS



Within the Titan SCITT each school has its own distinctive character and aims. Their basic characteristics are as follows:

### Aston Manor School

Co-educational [www.astonmanor.bham.sch.uk](http://www.astonmanor.bham.sch.uk)

non-selective 11 to 16 730 pupils

### Handsworth Grammar School

Boys [www.handsworthgrammarschool.co.uk](http://www.handsworthgrammarschool.co.uk)

selective 11 to 18 930 pupils

### Handsworth Wood Girls School

Girls [www.hwgs.org.uk](http://www.hwgs.org.uk)

non-selective 11 to 18 670 pupils

### Holte School

Co-educational [www.holte.bham.sch.uk](http://www.holte.bham.sch.uk)

non-selective 11 to 16 950 pupils

### Holyhead School

Co-educational [www.holyheadschool.com](http://www.holyheadschool.com)

non-selective 11 to 16 1020 pupils

### King Edward VI Aston School

Boys [www.keaston.bham.sch.uk](http://www.keaston.bham.sch.uk)

selective 11 to 18 742 pupils

### George Dixon International School

Co-educational [www.georgedixon.bham.sch.uk](http://www.georgedixon.bham.sch.uk)

non-selective 11 to 18 1102 pupils

### The Heartlands High School

Co-educational [www.thhs.bham.sch.uk](http://www.thhs.bham.sch.uk)

non-selective 11 to 16 622 pupils

### St. John Wall RC School

Co-educational [www.sjw.bham.sch.uk](http://www.sjw.bham.sch.uk)

non-selective 11 to 16 617 pupils

## COURSE STRUCTURE



### The course has two major inputs:

- Practical classroom teaching
- Taught sessions concerned with subject specific and broader educational issues

The course is full time, of 36 weeks duration and is divided into two placements over a period of three official terms.

### PLACEMENT 1 WEEKS 2-19

**INDUCTION** This placement has a period of preparation for the trainees' first teaching placement. The majority of the trainees' time will be spent in the School-Based Trainers' classrooms initially observing School-Based Trainers teaching different age and ability groups and then taking responsibility for teaching those classes. Observations of other teachers within the subject area will also take place. At first the trainees will work with individuals or small groups of pupils leading up to whole class teaching.

During this placement trainees will spend two days in a primary school working with groups of pupils and studying the Key Stage 2 Programmes of Study. In their base schools trainees will also spend time with tutor groups observing form tutors working with their forms.

**CENTRAL TRAINING** The trainees will also attend Broader Educational Issues (BEI) on a Monday morning and Subject Application and Assessment (SAA) sessions on a Wednesday evening (twilight). On Monday afternoons trainees will have directed time (by SBT, Subject Leader, Professional Tutor or ITT Manager/Co-ordinator) to carry out research, attend academic libraries, participate in additional training or support sessions or to meet with other trainees on specific subject-based or whole-school activities.

Trainees will be gathering evidence for their Reflective, Evaluative Evidence Portfolio (REEP), completing assignments, compiling a subject knowledge file and undertaking a research task.

**ASSESSMENT** An ongoing Reflective Journal will be completed during this placement. This Journal must demonstrate the trainee's ability to analyse, evaluate and reflect on their practice at a high level. References should be made to research and reading undertaken to underpin knowledge and demonstrate progression. Assignments and research tasks will also be undertaken. Trainees will begin collecting evidence for their Reflective, Evaluative Evidence Portfolio (REEP).

### PLACEMENT 2 WEEKS 20 – 36

**INDUCTION** During this placement the trainees' solo teaching experience will be 70% of a classroom teacher's weekly timetable. Contact time in the classroom will be around 80% including SEN and PHSE teaching. Trainees will be observed by their SBT, Professional Tutor, their Subject Leader and the ITT Manager or ITT Co-ordinator during a second assessed period. This will follow a period of induction into the new school when the trainee will observe and team teach.

**CENTRAL TRAINING** Broader Educational Issues and SAA sessions will continue throughout Placement 2. The trainees will experience all aspects of school life including: parents' evenings, staff meetings, teacher days, visits and social events.

**ASSESSMENT** Trainees will compile a REEP, complete assignments, a subject knowledge file and undertake a research task throughout this placement.

An ongoing Reflective Journal will be completed during this placement. This Journal must demonstrate the trainee's ability to analyse, evaluate and reflect on their practice at a high level. References should be made to research and reading undertaken to underpin knowledge and demonstrate progression.

## COURSE DELIVERY

The course consists of taught sessions, practical classroom experiences, primary school placements and research tasks.

The course is delivered through:



### BROADER EDUCATIONAL ISSUES

The main focus of this component of the course is to ensure that the trainees have a practical understanding of those elements of the professional role that lie outside the national curriculum framework.

The taught sessions take place on Monday mornings. These sessions will include the use of speakers who have a specialist knowledge or particular expertise. All the sessions will be supported by appropriate resource material to include course handouts and reading lists. There will also be opportunities for the trainee teachers to further develop areas of special interest.

### SUBJECT APPLICATION AND ASSESSMENT

The main focus of this taught session is to develop a repertoire of lessons which address the practical delivery and assessments of each subject area. Each course will examine the particular nature of learning in that subject area including any specific language and concepts.

This component will be staff led but will also employ a structured group task using a range of techniques to elicit views and strategies to sort and order priorities.

The use of role-play, simulation and trainee presentations will enable trainee teachers to develop and analyse inter-personal relationships, which are an important part of teaching.

The content of the sessions will be delivered by the members of the subject teams i.e. Subject Leaders or School-Based Trainers (SBT), in twilight sessions after school on Wednesday evenings.

### STRUCTURED MENTORING/TRAINING

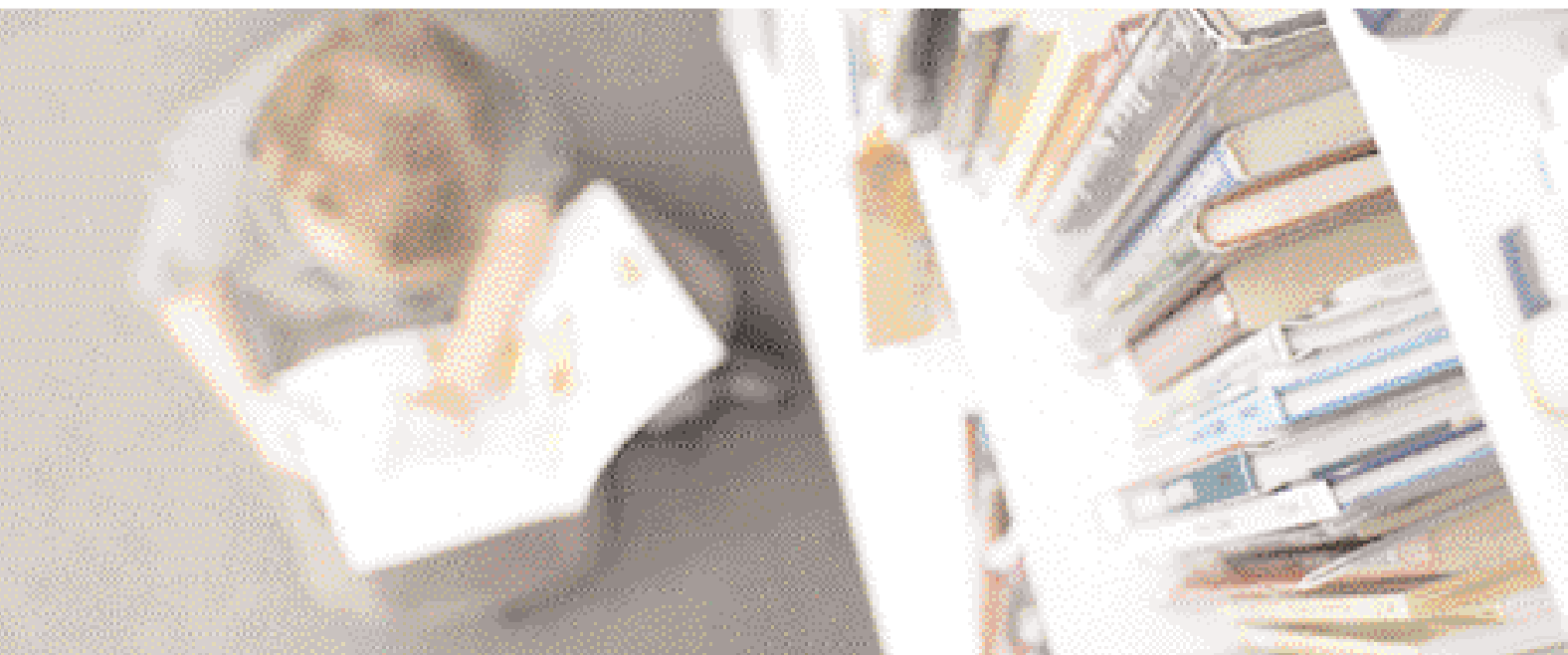
Each trainee will have a SBT who will be responsible for support in the development of the QTS Standards (2007) that are the focus of this component of the course. This will involve a trainee teacher entitlement of one hour per week of individual structured professional mentoring/training together with a minimum of three hours spent in the SBT's classroom.

Though trainees will encounter a variety of staff in the guidance roles, it is the SBT who will carry the major responsibility for helping the trainees to develop their skills as managers of classroom learning.

### PRIMARY SCHOOL PLACEMENTS

In order to extend the experience of trainees in class based teaching as well as subject based teaching and to underpin the concepts of progression and continuity, trainees will spend four days in a primary school. Two days in placement 1 and a further two days in placement 2. The placements will involve both observation and collaborative teaching and give the trainees a practical insight into work at Key Stage 2 and transition.

## ASSESSMENT



The course elements are assessed through four different forms of assessment:

### STRUCTURED MENTORING / TRAINING

A formative and summative profiling of the trainees' performance in relation to the QTS Standards (2007).

Each of the standards is reviewed as the School-Based Trainer (SBT) and trainee move through successive stages of awareness raising, observation, review and target setting.

A formative and summative profiling of a trainee's performance in relation to the standards is completed during the final term. This information is recorded in the trainee's portfolio.

### SUBJECT APPLICATION AND ASSESSMENT

This component of the course is delivered in twilight sessions on Wednesday evenings. The majority of the sessions will be delivered by Subject Leaders but, where appropriate, individual SBTs might also contribute to the sessions. Trainees will be assessed through two written assignments, each of 3,000 words.

### BROADER EDUCATIONAL ISSUES

This element of the course is assessed by two written assignments, each of 4,000 words. The two assignments that are set will be based on two of the sessions in this component of the course.

### REFLECTIVE EVALUATIVE EVIDENCE PORTFOLIO

The Reflective Evaluative Evidence Portfolio provides an opportunity for trainees to submit evidence that demonstrates their competence in the TDA's QTS Standards (2007).

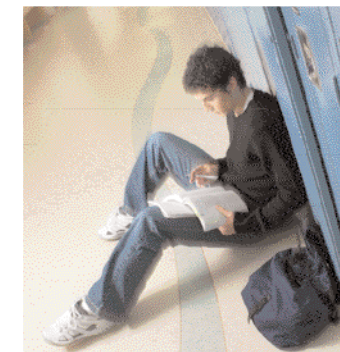
The evaluation of the teaching experiences by the trainees is based around the planning and delivery of the lessons. The components of the lessons that will be evaluated by the trainees are the: aims, learning objectives, assessment for learning, differentiation and pace of lessons.

Trainees' professionalism will also be assessed throughout the course including attendance and punctuality.

## SUBJECTS OFFERED

The award of the Professional Graduate Certificate in Education (PGCE) through the Open University and Qualified Teacher Status (QTS) will be available in the following subject areas:

Design & Technology  
Mathematics  
Science  
Religious Education  
Modern Foreign Languages (French)  
Information Communication Technology  
Physical Education  
Other subjects, including English, are available through the Titan Graduate Teacher Programme.



## SCHOOL RESOURCES

A range of facilities and accommodation currently exists in the nine institutions that comprise the Titan Secondary SCITT. Trainee teachers have access to these resources.

Training takes place in the schools or at St George's Post 16 Centre, where Titan is based.

Trainees have access to the library facilities at local universities.

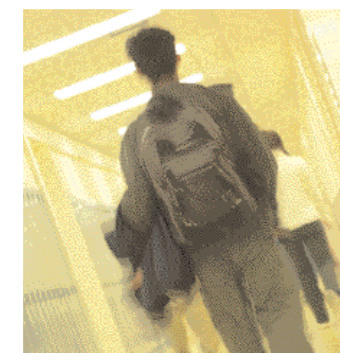
The schools' resources and Titan's central resources are updated on a regular basis and also give

trainee teachers access to educational technology.

Where programmes require equipment and materials, use will be made of existing resources e.g. camera, videos, computer suites.

However, additional resources are purchased where these do not already exist.

The Titan Intranet contains resources and course information for all subject areas, and is a useful communication tool for all trainees and staff involved in ITT.



## ENTRY REQUIREMENTS

In order for you to be eligible for the course you will need to have the following qualifications:

- GCSE in English and Mathematics at grade C or above, or equivalent qualifications.
- A degree or an equivalent qualification. The degree must be in a subject relevant to the one you wish to teach.
- In order to satisfy the entry requirements for 'Fitness to Teach' you will be asked to complete a medical questionnaire which will be forwarded to our independent medical advisor.

The relevance of a particular degree to a chosen teaching subject is open to discussion. This can take place by phone or letter prior to any offer of an interview.

Applicants will be expected to demonstrate secure subject knowledge throughout the application and interview process.

Equivalence of overseas qualifications will be checked by UK NARIC. Applicants are required to provide evidence of formal qualifications before being accepted on the course. Applicants will be required to pay for any checks on overseas qualifications.

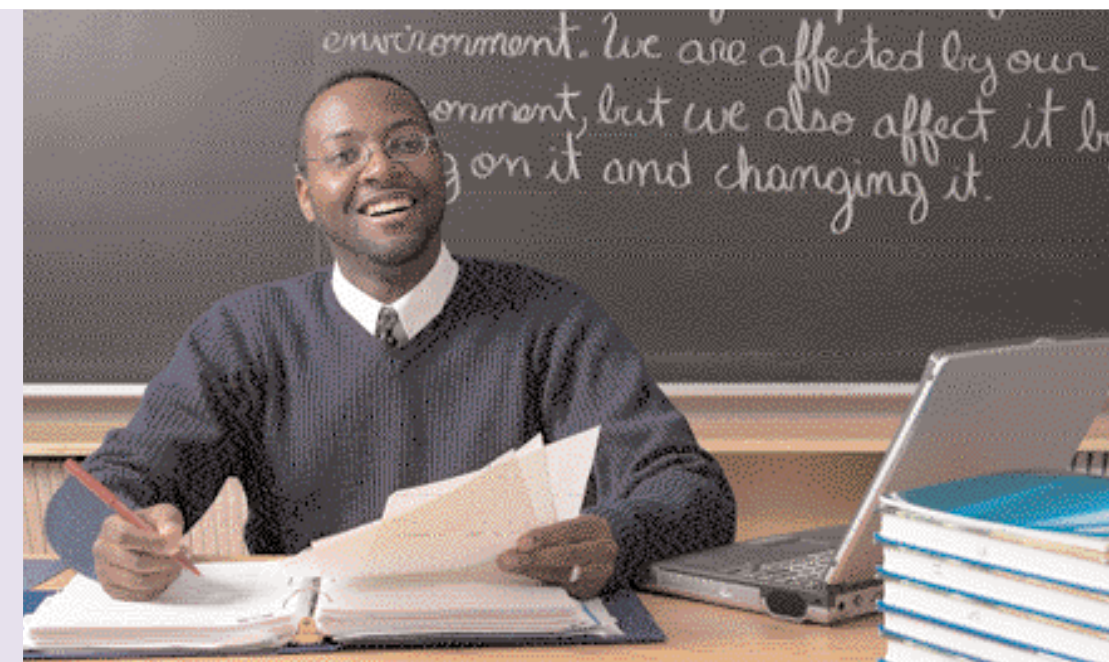
### EQUIVALENCY TEST

Titan will accept equivalency tests (Maths and English) from [www.equivalencytesting.com](http://www.equivalencytesting.com)

## COURSE AWARDS

The successful completion of this 36 week full time course carries the joint award of Professional Graduate Certificate in Education (PGCE - H Level) and the award of Qualified Teacher Status (QTS).

There is only one level of achievement, which is a "pass".



## HOW TO APPLY

Before submitting an application we expect you to have spent a minimum of 2 days, preferably longer, observing in schools.

There are several ways in which you can apply to the Titan Secondary SCITT:

- By telephoning the office to request an application form. The number is **0121 212 4567** or fax number is **0121 233 3383**.

You can also contact the office to discuss your plans or if you have any queries.

- By requesting a form via email to [teachertraining@titan.org.uk](mailto:teachertraining@titan.org.uk)
- Visit our Website through [www.titan.org.uk](http://www.titan.org.uk), where you can download an application form.
- You can also apply via the Graduate Teacher Training Registry (GTTR).

## SELECTION FOR INTERVIEW

Your submitted application will be considered by a selection panel. If successful you will be invited to a formal interview and will also be required to spend a minimum of two days in one of the SCITT schools.

**Titan SCITT is strongly committed to recruiting and supporting trainees from under-represented groups including those with disabilities and Special Educational Needs. Titan SCITT policy and practice will endeavour to provide an environment that is free from discrimination against trainees and all staff.**

This course is subject to a code of professional conduct and fitness to practise regulations.

If you require any further information about the Titan Secondary SCITT before submitting your application please contact the Titan Partnership Officer on telephone number 0121 212 4567. All successful applicants will be invited for interview.

## PGCE

On successful completion of the course all trainees will be awarded PGCE (H Level) through the Open University. In addition to this award trainees will have the opportunity to study for credits towards a Masters level qualification. PGCE and QTS is jointly awarded.



## FEES & FUNDING

National arrangements for funding will apply to this course.

Course fees for 2009 - 2010 will be £2,200. Trainees can apply to the Student Loan Company for help with tuition fees. Further funding is available from the LA. It is advisable for the trainee to talk to their LA as early as possible in the application process. There is a range of funding available to help support

trainee teachers. The values and types of funds differ from year to year and are also dependent upon your particular circumstances. You can telephone the Training and Development Agency for the current support information. Home students are entitled to a training bursary of either £6,000-£9,000 dependent on subject area taken.

Further information can be found at [www.dcf.gov.uk/studentssupport](http://www.dcf.gov.uk/studentssupport)

To discuss any of the information in this prospectus in more detail or to receive any further information please do not hesitate to contact us.



Titan Secondary School Centred Initial Teacher Training

## **PROSPECTUS 2009-2010**

**If you require this prospectus in another format, please contact the Titan office.**