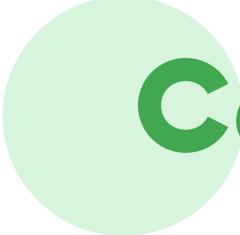


**Train to Teach with
Viridis Schools**

Postgraduate Teaching Apprenticeships

**In partnership with
London Metropolitan University**



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Contents

- What is the Schools Postgraduate Teaching Apprenticeship Programme? - Page 1
- Entry requirements - Page 2
- How to apply - Page 3
- The Teaching Apprenticeship Standard - Page 4-5
- Contact - Page 6



What is the Schools Postgraduate Teaching Apprenticeship Programme?

The Viridis Schools Partnership is working with London Metropolitan University to offer a Postgraduate Apprenticeship Programme for prospective primary school teachers. This is school-led, employment-based, postgraduate initial teacher training which leads to a Qualified Teacher Status (QTS) and a Postgraduate Certificate in Education (PGCE).

The postgraduate teaching apprenticeship programme is a nationally recognised, work-based route into teaching. It is an alternative to a traditional full-time university course, offering a postgraduate-level qualification, no tuition fees, and the opportunity to 'earn while you learn'.

You will be partnered with an experienced mentor and receive a combination of classroom teaching and off-the-job training as you work towards your QTS. Our specialist training partnership with London Metropolitan University will also prepare you for a PGCE qualification with face-to-face training at the University alongside independent tasks.

We are offering Postgraduate Teaching Apprenticeships that start in September 2022. You will be employed by Viridis Schools as an unqualified teacher with an inner London salary of £23,099. We also offer the possibility of being employed by the school as a Teaching Assistant in the Summer Term of 2022 to support your induction. You won't need to pay any tuition fees as these will be met from the apprenticeship levy at no cost to you.

If you have a degree (minimum 2:2) and are currently working as an unqualified teacher or higher level teaching assistant and hold the ambition to be a primary school teacher, this route offers the opportunity to gain a QTS and embark on a rewarding career. Once started, teaching offers continual professional development, career progression, plus higher earning capacity over time.

Every day you'll get the chance to inspire young people and use your skills to give something back – making sure every pupil gets the same access to quality education and the opportunity to succeed.



Entry Requirements

Similar to a School Direct (salaried) programme, you will be employed directly by the school. Unlike School Direct (salaried) programmes:

- Postgraduate Teaching Apprenticeship Programmes combine paid work with on and off-the-job training.
- The programme is designed specifically for apprentices in our schools partnership.
- Apprentices will split their time between school and university study.
- You'll receive practical, school-led training alongside experienced staff, and spend at least 20% of your time off-timetable to learn the pedagogy of teaching including one day every fortnight at London Metropolitan University.
- In addition to working towards a QTS, on successful completion of the course, apprentices will also complete an end-point assessment (EPA) to consolidate learning from initial teacher training.

You must have achieved the following minimum requirements to be eligible to apply for our Postgraduate Teaching Apprenticeship Programme:

- A first degree (we ask for an honours degree at 2:2 or above) from a recognised UK higher education institution (or equivalent overseas qualification). If you hold a degree or other qualifications from a non-UK institution, you must verify their equivalence through the National Recognition Information Centre for the UK (UK NARIC): Tel: 01242 260 010. You will also need to supply written evidence of this information with your application.
- GCSE Grade C/Grade 4 or higher (or equivalent) in English Language, Maths, and Science. Applicants for teacher training must hold a Grade A* - C/ 4-9 pass in GCSE in English Language, Maths and Science or a qualification of equivalent level and breadth of subject.

If you do not hold a GCSE in Maths or English at grade C or above, or an equivalent qualification, you can still apply as long as you have taken an equivalency test. We accept equivalency tests from:

- A*Star Equivalency: www.astarequivalency.co.uk
- Equivalency Testing www.equivalencytesting.com

You will also need to demonstrate:

- The ability to communicate clearly and accurately in Standard English (both written and orally).
- A commitment to teach and a motivation to learn.
- Confidence and classroom presence.
- Well-developed personal qualities and skills such as self-organisation, resilience and reflectiveness.
- A commitment to equal opportunities.

It is desirable for you to demonstrate recent experience of working with children in an educational setting.

- Our schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.
- We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

How to Apply



You can search and apply for Postgraduate Teaching Apprenticeships through the Department for Education (DfE) for 2022 entry.



Go to: <https://www.gov.uk/apply-for-teacher-training>



You will need to create an account



Select 'I need to find a course'



Select 'find course by school'



Search for training provider code name: The Viridis Schools Partnership



Select 'primary'



Select course Code: 38YD



Once you've found our programme, you'll need complete personal details, work experience and a personal statement



There is a lot of information and advice to help you at: <https://getintoteaching.education.gov.uk/tips-on-applying-for-teacher-training>



The Teaching Standards

The eight standards below and overleaf define the minimum level of practice for trainees and teachers to achieve a Qualified Teacher Status and which all apprentices will be assessed against.

PROFESSIONAL KNOWLEDGE AND SKILLS REQUIRED OF A TEACHER

1. Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- Demonstrate clear understanding of content and teaching methodologies required for relevant curriculum areas and age groups (for example, systematic synthetic phonics if teaching early reading, or appropriate teaching strategies if teaching early maths).

4. Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of 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 evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour, both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

PROFESSIONAL AND PERSONAL BEHAVIOURS REQUIRED OF A TEACHER

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standards throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.



Contact

For further information on the
Postgraduate
Teaching Apprenticeship Programme
with the Viridis Schools and London
Metropolitan University partnership, contact us on the
email address provided below.



traintoteach@vs.hackney.sch.uk



The Federation of



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