

## **Lampton Academy / Lampton LWA SCITT : Our Courses**

### **SCITT Provider Led PGCE**

We aim to produce outstanding reflective practitioners who can provide creative, challenging and purposeful teaching and learning. We want the pupils in our schools to make excellent progress and you to achieve QTS. Delivered by current practitioners, the course is innovative in its approach to general professional studies.

### **What is the course like?**

#### **Experience in Schools**

Embedded in a school from the beginning of the course you will receive training on one day a week. This will enable you to make immediate links between taught sessions and school experience. Our subject mentors are outstanding teachers and in addition they are required to undertake a vigorous training programme, including effective classroom observation, feedback, coaching and enhanced subject knowledge for teaching.

#### **Professional Studies**

We offer enhanced training for professional studies. We aim to build inclusive practitioners, skilled in national priority areas of special educational needs, English as an additional language, behavior for learning and closing the achievement gap. We harness all the expertise of our strategic partners, Challenge Partners, Hounslow Language Service, The Institute of Physics, the London Leadership Strategy, The Brilliant Club, Researchers in Schools and Roehampton University.

The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom.

#### **Subject Knowledge and Pedagogy**

Sessions are led by expert practitioners and university subject tutors. They will include workshops, seminars and practical work in order to develop the knowledge, concepts and skills of the subject.

Our PGCE is designed with Roehampton University, which has a long established international reputation. The assessment consists of two subject studies modules and a professional studies module. This programme provides awards of Postgraduate Certificate of Education with up to 60 credits at Masters Level.

### **How does it fit together?**

You will be in school from the first day of the school year in September. You will be treated like a member of staff and will attend staff meetings and development days in your main placement school. You will be assigned a subject mentor and you will be supervised by a professional co-ordinating mentor. You will also be supported through visits from professional tutors from the SCITT.

Your training will take place on one day a week throughout the year in the SCITT or the University.

We have integrated all aspects of the course, guaranteeing access to outstanding expertise in a variety of departments.

All trainees are also given the opportunity to experience a full range of educational settings

- A 5 week second placement
- Experience of KS 5 on one of the school placements
- A Key Stage 2 primary experience

### **What do I do to get ready for the course?**

When you have accepted a place on our course we will be in touch with you to prepare you for a successful start. We will ask you about the ways in which we can help you to prepare for the course, including support with subject knowledge for teaching, academic learning and visits to your placement school.

You will be offered an induction week to prepare you for your course in the summer term. This will include sessions on professionalism, lesson planning and observation, an introduction to behavior management for learning and induction into your first placement school.

## How much will it cost?

Tuition fees of £9000 for Qualified Teacher Status and a Postgraduate certificate of Education

## Is there any financial support available?

### Secondary Phase Training Bursaries

Substantial tax-free bursaries of up to £30,000 are available for people with top degrees in certain subjects. The amount of bursary you will be eligible for depends on the subject you want to teach and your degree class.

Click [here](#) to view Bursaries available for 2017-2018.

## Will I be employed at the end of the programme?

For the last three years trainees who have completed the course have 100% employment rate. Support with job applications will be part of the course.

## What subjects do you offer?

Lampton LWA SCITT (2AY)	
Art & Design	2TP6
Biology	2TMQ
Chemistry	2TMS
Computer Science	2TNH
Design & Technology	2TNJ

Drama	2TNK
English	2TNL
Geography	2TNM
History	2TNN
Mathematics	2TNP
Modern Languages	2TNQ
Music	2TNR
Physical Education	2TNS
Physics	2TNT
Religious Education	2TNV

### **What are the entry requirements and how do I apply?**

All applications should be submitted through UCAS Teacher Training. Candidates can make applications from 18<sup>th</sup> October 2016.

**Right click the button below to start the application process**



For further information on any of our courses or further help with your application contact:

Julie Jaffray Director of Initial Teacher Training  
[jjaffray@lampton.org.uk](mailto:jjaffray@lampton.org.uk)

## **Art and Design**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

It is anticipated that you will bring to the course some level of expertise in certain areas of the Art and Design curriculum, but that you will require support with others. This support will be provided by course tutors and school-based mentors; however, it is essential that you identify your own specific needs in terms of the areas you wish to develop.

The course will prepare you to teach all aspects of Art and Design in secondary schools. By the end of the course you will have learnt how to develop and extend your pupils' competence in all its forms, how to organise, structure and assess work for a range of abilities and ages, how to meet the needs of individual learners and how to implement strategies promoting equal opportunities. You will learn about current developments in the teaching of Art and Design.

### **Entry requirements**

Applicants should have a single subject degree in an aspect of Art or Design. Some form of art or design should be the main element of the degree, eg fine art, graphics, printing, textiles, printmaking etc. Only candidates with a 2.1 or a 2:2 with a Masters above are considered.

## **Biology (Science)**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

The biology, science programme is designed to enable you to teach, as a minimum, all the science specified in the National Curriculum for science at Key Stage 3, and your chosen science specialism, biology, at Key Stage 4 and, if appropriate, at post-16. Trainees join the course with a variety of science degrees and backgrounds. Few, if any, are confident from the start in all aspects of science demanded by the National Curriculum or even by their own subject specialism. Early in the course you will complete a personal audit and begin an action plan to build on your subject knowledge. This is an important thread running through the programme. A similar approach is followed with your understanding and skills in ICT, so that you will be able to make appropriate use of these when teaching.

### **Entry requirements**

Candidates should have a degree in which at least 50% of the content is Science/Biology related. A 2:1 is preferred but a 2:2 would be accepted. Candidates with a 3<sup>rd</sup> class honours degree will only be considered if they have a higher degree. Bursaries from £10,000 to £15,000 are available depending on degree qualifications.

### **Further Information**

If you have specific questions about the course or your suitability for it, please contact Julie Jaffray

[jjaffray@lampton.org.uk](mailto:jjaffray@lampton.org.uk)



## **Chemistry**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The chemistry, science, programme is designed to enable you to teach, as a minimum, all the science specified in the National Curriculum for science at Key Stage 3, and your chosen science specialism, chemistry, at Key Stage 4 and, if appropriate, at post-16. Students join the course with a variety of science degrees and backgrounds. Few, if any, are confident from the start in all aspects of science demanded by the National Curriculum or even by their own subject specialism. Early in the course you will complete a personal audit and begin an action plan to build on your subject knowledge. This is an important thread running through the programme. A similar approach is followed with your understanding and skills in ICT, so that you will be able to make appropriate use of these when teaching.

The aim of the course is to produce more than strong classroom practitioners; we aim also to produce reflective teachers who will go on to participate in, and influence, the future development of science education.

### **Entry requirements**

Candidates should have a degree in which at least 50% of the content is Science/Chemistry related. A 2:1 is preferred but a 2:2 would be accepted. Candidates with a 3<sup>rd</sup> class honours degree will only be considered if they have a higher degree. Scholarships and Bursaries from £10,000 to £25,000 are available

depending on degree qualifications.

### **Further Information**

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## **Computer Science**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school. The Roehampton Secondary Computer Science PGCE bespoke programme .The University is at the forefront of computing education, with staff contributing to curriculum development, publications and policy at national and international level.

Trainees learn about the challenges and opportunities of teaching computer science, IT and digital literacy across the 11-19 age range. The course looks at how approaches from the world of software development, such as agility and craftsmanship, have parallels in the classroom, and can be applied to teaching and learning in programming and digital media. The course equips you to develop your students' computational thinking and ICT capability, within and beyond the subject curriculum.

### **Entry requirements**

The course is ideally suited to recent graduates in computer science, digital media and to those with practical experience of software development. A small number of competitive scholarships of £25,000 tax free are available from the BCS for computer science trainees with a 2:2 or above: see

<http://academy.bcs.org/content/teaching-scholarships> for details.

### **Further Information**

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## **Design and Technology**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

It is anticipated that you will bring to the course some level of expertise in certain areas of the curriculum, but that you will require support with others. This support will be provided by course tutors and school-based mentors; however, it is essential that you identify your own specific needs in terms of the areas you wish to develop. You will develop your subject knowledge, understanding and skills required to successfully teach Design and Technology in a secondary school classroom for up to post 16 courses. You will also gain the necessary health and safety certification for your specialist areas. You will develop an awareness of pupils' individual learning needs and how this affects their progression. You will study assessment of work, the structuring of a successful unit of work (medium term plan) and the organisation and management of Design and Technology in schools.

## **Entry requirements**

Applicants should have a degree in one of a range of subjects including Food, Nutrition, Graphics, Product Design, Textiles, Fashion, 3D imaging, Resistant Materials, Engineering, Architecture, Theatre design. Candidates with a 2.1 or a 2:2 or a 3<sup>rd</sup> with a higher degree will be considered.

### **Further Information**

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## **English**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

The course will prepare you to teach all aspects of English in secondary schools. By the end of the course you will have learnt how to develop and extend your pupils' language competence in all its forms, how to organise, structure and assess work for a range of abilities and ages, how to meet the needs of individual learners and how to implement strategies promoting equal opportunities. You will learn about current developments in the teaching of English and its place as a core subject in the National Curriculum.

### **Entry requirements**

Applicants should have a single subject degree in English or a joint degree in which English forms the major part. Only candidates with a 2.1 or above are considered. It is essential that all applicants have substantial study of literature as part of their educational background.

## **Further Information**

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## **Geography**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

This course will prepare you to teach all aspects of Geography in secondary school. By the end of the course you will have learnt how to develop and extend your pupils' geographical understanding, skills and knowledge in all its forms, how to organise, structure and assess work for a range of abilities and ages, how to meet the needs of individual learners and how to implement strategies promoting equal opportunities. You will learn about current developments in the teaching of Geography and its place as a foundation subject in the National Curriculum and the English Baccalaureate at GCSE.

You will learn how Geography enables young people to make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. You will also draw on your own studies and work experience to encourage questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future.

## **Entry requirements**

Applicants should have a single subject degree in Geography or a joint degree in which Geography forms the major part. It is expected that places will be offered to candidates with a 2.1 or above.

## **Further Information**

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## **History**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

The course sets out to give you a sense of the place of history in a modern and diverse society. It also equips you to teach across the 11–19 age range and to foster learning across the wide spectrum of abilities found in local schools. You will enter into the lively debates surrounding history teaching and the place of history in the whole school curriculum, including history's contribution to literacy and citizenship.

### **Entry requirements**

Applicants should have an approved degree in history at grade 2:1 or higher or at masters level. Candidates may be considered with a course content that is 50% history. Early application is advisable, and interviews will be offered to candidates who have spent some time observing or working in a school

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## **Mathematics**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School. During the training year you will be employed by the school in which you train for your main placement. You will be expected to teach solo as part of your contract.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

On the course you will learn how pupils develop mathematical understanding, knowledge and skills. University tutors and mentors in school will help you to develop a teaching style that enables your pupils to learn mathematics effectively and confidently. You will develop your own skills in the use of ICT and become familiar with the software that can be used to enhance mathematical teaching. A wide range of mathematical resources will be available in the Mathematics Centre to inform your studies.

### **Entry requirements**

Applicants should have a single subject degree in mathematics or a joint degree in which mathematics formed a substantial part. Students with a degree in other disciplines with a strong mathematical content, such as engineering and management science, are also welcome to apply.

You will not be subject to an extra tuition charge for PGCE (M) on this route.

Applicants should have a single subject degree in mathematics or a joint degree in which mathematics formed a substantial part. Students with a degree in other disciplines with a strong mathematical content, such as engineering and management science, are also welcome to apply.

This course is for graduates who are interested in mathematics teaching. Trainees in mathematics with a 2:2 or above are able to apply for a teacher training scholarship with the appropriate professional body.

### **Mathematics Enhancement Course**

This course is for graduates who are interested in mathematics teaching but who need to develop their subject knowledge to teach mathematics to secondary pupils. Check your eligibility – contact [Premier Plus](#).

The MEC is an intensive course. You cannot apply directly for an MEC. You need to apply for our course stating in your application that you think a MEC would be

appropriate. If accepted on the course you will be advised about a suitable MEC.

### **Further Information**

If you have specific questions about the course or your suitability for it, please contact Julie Jaffray [jjaffray@lampton.org.uk](mailto:jjaffray@lampton.org.uk)

## Modern Foreign Language

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

The course is designed for those intending to teach French, Spanish or German as their subject specialism; all students **must** be able to offer French as either their first or second teaching language. The aim of the course is to give you an understanding of a variety of ways in which modern languages are taught in schools, including the use of the target language as the principal means of classroom communication.

You will be encouraged to try out a wide range of approaches to teaching and assessment, as well as strategies for organising the classroom for effective learning.

You will acquire an understanding of the structure and demands of the National Curriculum orders for modern foreign languages, and of the public examination system and E-Bacc. Although the course is officially designated as an 11-16 qualification, all students will have the chance to plan and teach at A-level.

## **Entry requirements**

Applicants should have a degree with French, German or Spanish as a major component. The ability to offer a second language is essential (see above). We are strongly encouraged to recruit mainly applicants with a 1st or 2:1. We also welcome applications from native speakers of these languages who have a degree in another subject, **but the same second-language requirements still apply**. At interview, candidates will be required to demonstrate their spoken and written skills in the languages they are offering. Bursaries of up to £25,000 are available for those with suitable qualifications.

## **Further Information**

If you have specific questions about the course or your suitability for it, please contact Julie Jaffray

[jjaffray@lampton.org.uk](mailto:jjaffray@lampton.org.uk)



## **Music**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

The course will prepare you to teach all aspects of Music in secondary schools. By the end of the course you will have learnt how to develop and extend your pupils' music competence in all its forms, how to organise, structure and assess work for a range of abilities and ages, how to meet the needs of individual learners and how to implement strategies promoting equal opportunities. You will learn about current developments in the teaching of Music and its place in the school curriculum.

### **Entry requirements**

Applicants should have a single subject degree in Music or a joint degree in which Music forms the major part. Only candidates with a 2.2 or above are considered.

### **Further Information**

If you have specific questions about the course or your suitability for it, please contact Julie Jaffray

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## **Physical Education**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

It is anticipated that you will bring to the course some level of expertise in certain areas of the curriculum, but that you will require support with others. This support will be provided by course tutors and school-based mentors; however, it is essential that you identify your own specific needs in terms of the areas you wish to develop.

You will develop your subject knowledge, understanding and skills required to successfully teach Physical Education in a secondary school classroom for up to post 16 courses. You will also gain the necessary health and safety certification for your specialist areas. You will develop an awareness of pupils' individual learning needs and how this affects their progression. You will study assessment of work, the structuring of a successful unit of work (medium term plan) and the organisation and management of Design and Technology in schools.

## **Entry requirements**

Applications will be considered from candidates with a degree at 2:1 in a suitable subject area containing sport knowledge. A level PE or coaching qualifications are useful for applicants.

## **Further Information**

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[jjaffray@lampton.org.uk](mailto:jjaffray@lampton.org.uk)

## **Physics**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

The science, physics, programme is designed to enable you to teach, as a minimum, all the science specified in the National Curriculum for science at Key Stage 3, and your chosen science specialism at Key Stage 4 and, if appropriate, at post-16. Trainees join the course with a variety of science degrees and backgrounds. Few, if any, are confident from the start in all aspects of science demanded by the National Curriculum or even by their own subject specialism. Early in the course you will complete a personal audit and begin an action plan to build on your subject knowledge. This is an important thread running through the programme. A similar approach is followed with your understanding and skills in ICT, so that you will be able to make appropriate use of these when teaching.

The aim of the course is to produce more than strong classroom practitioners; we aim also to produce reflective teachers who will go on to participate in, and influence, the future development of science

education.

### **Entry requirements**

Candidates should have an approved degree in physics or a related degree with a minimum 50% content.

Bursaries and scholarships of up to £30, 000 are available.

### **Further Information**

If you have specific questions about the course or your suitability for it, please contact Julie Jaffray

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## **Religious Education**

The School Direct course is aimed at developing the professional skills, knowledge and understanding necessary to become an outstanding reflective practitioner who can provide creative, challenging and purposeful teaching. Embedded in a school from the beginning of the course you will receive training on one day a week, enabling you to make immediate links between taught sessions and school experience. Delivered by outstanding current practitioners, with the support of experienced and specially trained school mentors, the course is innovative in its approach to general professional studies, using the expertise of the Teaching school and its partners to inform the programme. The course is active and demanding, including simulations of classroom activities, group sessions and sharing developments in pedagogy. These sessions provide support and challenge to help you progress. We use e-learning to support discussion, encourage creative teaching and to share experience and expertise. Assignments for QTS are focused on your direct experience in the classroom. There is an expectation that at the end of the course you will be employed in a London West Alliance School.

The course is supported by the expertise of Roehampton University who provide teaching and academic support for a PGCE (M), library access and taught sessions by subject tutors. Written assignments give you the opportunity to explore the most recent developments into teaching and learning and to research an aspect of your practice in school.

The course encourages you to develop your knowledge and understanding of the major religious traditions, other religious traditions and contemporary secular philosophies. We have good relations with communities representing the Buddhist, Christian, Hindu, Jewish, Muslim and Sikh faiths. West London students in schools offer an invaluable resource.

You will also be expected to look critically at the difficult philosophical issues raised by religion and to develop your thinking about the place and significance of religion today. Thus there is a strong emphasis not only on what we can learn about religions, but what we can learn from religion, even if we do not share a particular religious world view. In schools, this will mean examining practical strategies for enabling religion to contribute to pupils' spiritual, moral, social and cultural development.

### **Entry requirements**

Applicants will be expected to have an approved first-class or upper-second degree in religious studies or affiliated subjects with a strong theological or philosophical dimension, such as philosophy, theology or anthropology. At interview, candidates will be asked to think about the contemporary relevance of religious education and, on the basis of this, to construct an engaging argument for its place within the curriculum.

### **Further Information**

If you have specific questions about the course or your suitability for it, please contact Julie Jaffray

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