

Lampton Academy / Lampton LWA SCITT : Our Courses

Researchers in Schools

Researchers in Schools (RIS) is the world's only teacher training programme that is exclusively for PhD graduates and is designed to utilise their skills for the benefit of pupils and schools. Researchers in Schools recruits PhD graduates, place them in non-selective state schools and supports them to develop as excellent new teachers who are committed to closing the gap in attainment and university access. As well as their classroom responsibilities, RIS builds in a structured programme of academic enrichment activities that participants deliver to support target pupils from disadvantaged backgrounds.

In this way, RIS aims to do the following:

- 1) Champion university access: equipping researchers as in-school champions of higher education, delivering high-impact programmes to raise attainment and widen access to highly selective universities.
- 2) Increase subject expertise: increasing the number of high-level subject specialists in non-selective state schools, including in shortage subjects like maths and physics.
- 3) Promote research: catalysing engagement with academic and educational research within schools and disseminating learning within the school system.

All participants have a PhD in their teaching subject and make a commitment to teaching in their placement school for at least two years.

Throughout the programme, participants have one day per week 'off-timetable' to meet the programme's aims, which will typically align closely with those of their placement school.

As part of this 'off-timetable' day, participants deliver a structured programme of academic enrichment activities, including subject attainment boosters and university-style teaching.

All participants continuing on to a third year of the programme have the opportunity to *complete a new Research Leader in Education qualification.*

“Researchers in Schools is a high quality teacher training programme that offers a fantastic route into the profession for PhD graduates. It gives them the chance to make a positive impact in their schools from the start of their school teaching careers, and is making a real difference to the schools and pupils RIS participants are working with already.

The programme is a great example of a route into teaching that gives career changers with rich subject expertise the opportunity to encourage more pupils to engage with their subject and progress to top universities.

The headteachers and mentors RIS have worked with have been impressed with the expertise, dedication and creativity RIS teachers demonstrate in their classrooms and when delivering interventions. There is great demand for talented subject specialists in subjects with teacher shortages, and RIS provides an excellent way to bring more great teachers into state schools.”

*Dame Sue John
Director, Challenge Partners*

More Information:

For more information please go to the Researchers in School website [here](#) or right click on the logo below.



Lampton LWA SCITT and Researchers in Schools

Participants who are successful in being selected to the SCITT partnership will follow the same training programme as School Direct salaried candidates.

School Direct Secondary (Salaried)

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, with the support of experienced and specially trained school mentors, 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, enabling 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, building 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 focussed on your direct experience in the classroom.

Subject Knowledge and Pedagogy

Sessions are led by expert practitioners and university subject tutors and may 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 award 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 so 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

How we can help you 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.

What are the entry requirements and how do I apply?

Please see Researchers in School website [here](#). Once you have applied, been successfully interviewed and been a position through Researchers in Schools, you will need to complete the process by applying through UCAS.

Right click the button below to start the application process

What subjects do you offer?

Lampton Academy SD Salaried (1P8)	
Biology	2956
Chemistry	2TNY
Computer Science	295R
English	2953
Geography	2F32
History	2F2Z
Mathematics	294V
Modern Languages	2TP2
Physics	295F
Religious Education	339F

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

Biology

Researchers in Schools recruits PhD graduates, place them in non-selective state schools and supports them to develop as excellent new teachers who are committed to closing the gap in attainment and university access. As well as their classroom responsibilities, RIS builds in a structured programme of academic enrichment activities that participants deliver to support target pupils from disadvantaged backgrounds.

All participants have a PhD in their teaching subject and make a commitment to teaching in their placement school for at least two years.

Throughout the programme, participants have one day per week 'off-timetable' to meet the programme's aims, which will typically align closely with those of their placement school.

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 focussed on your direct experience in the classroom.

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. 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

Please see Researchers in School website [here](#).

Chemistry

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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

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Computer Science

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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

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English

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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

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Geography

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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

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History

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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

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Mathematics

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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

Please see Researchers in School website [here](#).

Modern Foreign Language

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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

Please see Researchers in School website [here](#).

Physics

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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.

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Entry requirements

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Religious Education

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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

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