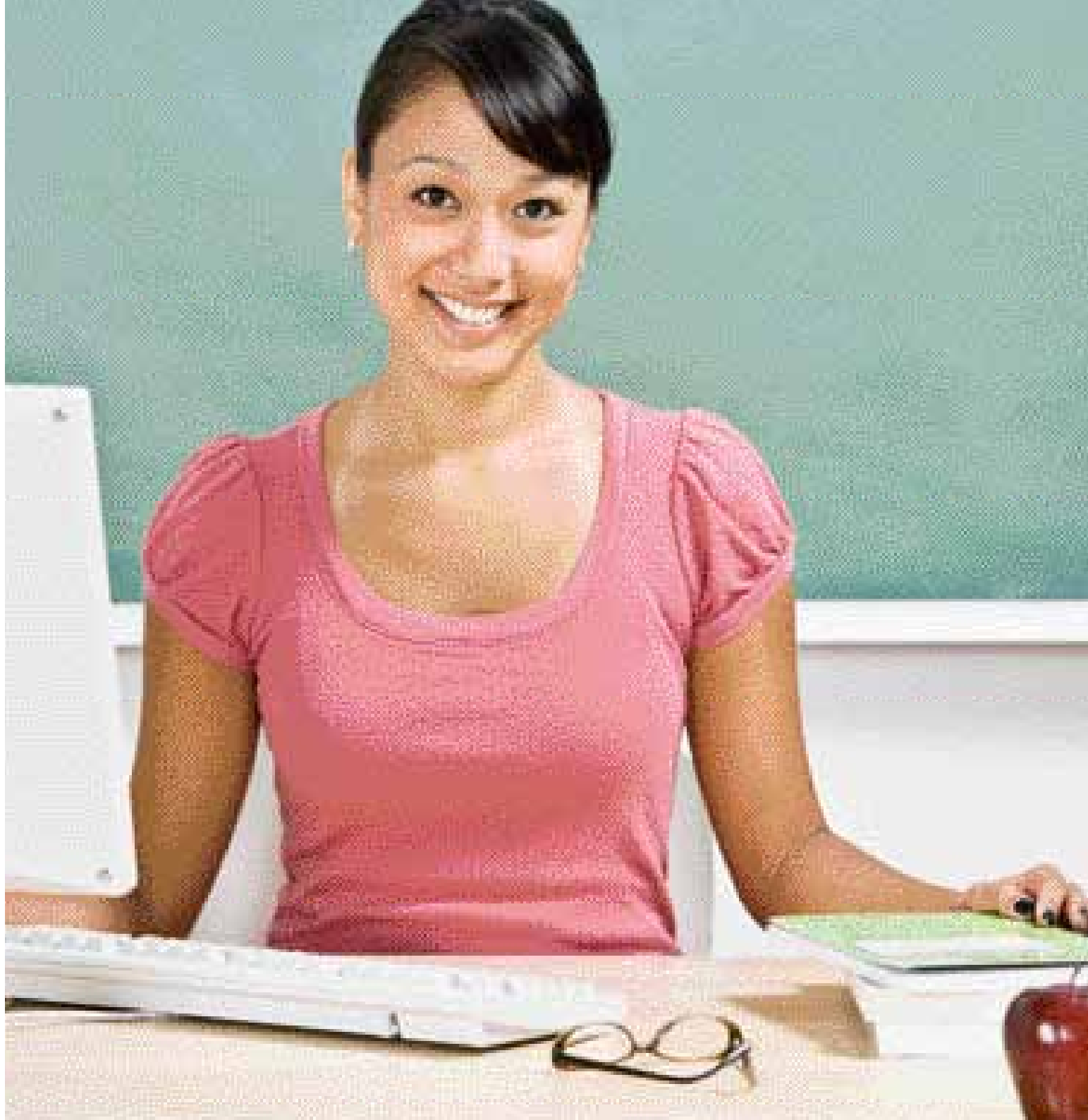
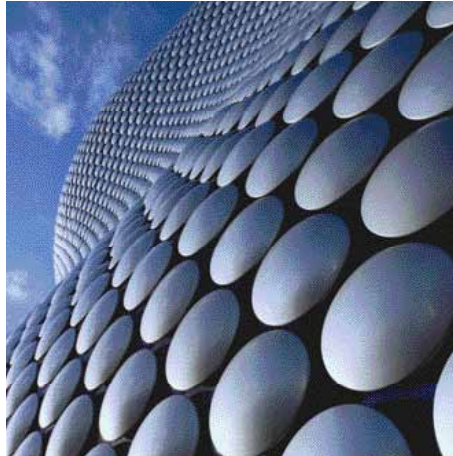


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Raising aspirations through partnership.

Titan Partnership Limited, St. George's Post 16 Centre, Great Hampton Row, Birmingham B19 3JG
Tel: 0121 212 4567 Fax: 0121 233 3383 Email: enquiry@titan.org.uk Web: www.titan.org.uk

Educate, inspire & teach.

Titan Secondary GTP Prospectus 2010-2011



Developing **your** future as a **teacher**...





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

Introduction

Thank you for showing an interest in our Graduate Teacher Programme (GTP) course. How does a GTP course differ from a traditional university based PGCE course?

GTP is a school based full time post graduate programme for training teachers. A GTP trainee has the status of an unqualified teacher and is paid a salary agreed with the school.

A GTP course offers a distinctive form of initial teacher training since it is based in schools. For trainees, one of the most significant advantages of GTP 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.

Titan 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 to SCITT trainees. Titan was granted Accredited Body Status to run the GTP in 2003.

Titan GTP primarily consists of ten 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 GTP from September 2010.

We will consider working with other local schools that meet our high expectations and standards for supporting ITT trainees.

Titan GTP offers training across Key Stages 3 and 4 (11-16 year 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 one of our ten 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.

Titan Partnership Ltd

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

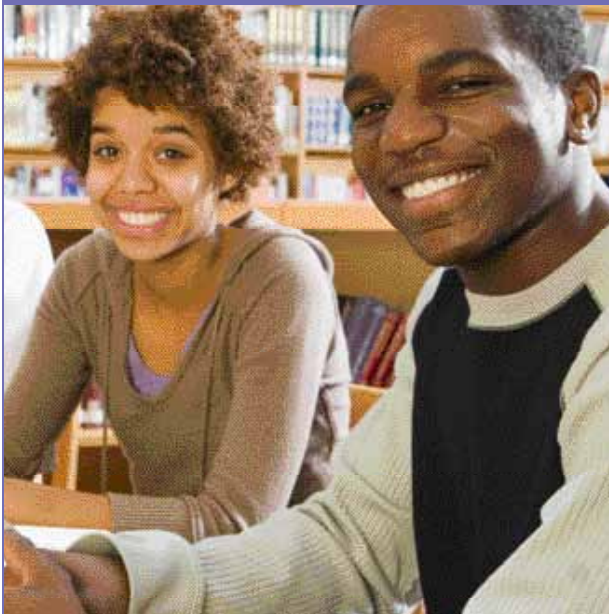
The Partnership is made up of over fifty nursery, primary and secondary schools, colleges, a university, businesses and other groups that make up the wider community.



Titan Secondary GTP Core Schools

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

School	Selection	Age Group	No. of Pupils
Aston Manor School <i>Co-educational</i> www.astonmanor.bham.sch.uk	non-selective	11 to 16	730
Handsworth Grammar School <i>Boys</i> www.handsworthgrammarschool.co.uk	selective	11 to 18	930
Handsworth Wood Girls' School <i>Girls</i> www.hwgs.org.uk	non-selective	11 to 18	670
Holte School <i>Co-educational</i> www.holte.bham.sch.uk	non-selective	11 to 16	950
Holyhead School <i>Co-educational</i> www.holyheadschool.com	non-selective	11 to 16	1020
King Edward VI Aston School <i>Boys</i> www.keaston.bham.sch.uk	selective	11 to 18	742
George Dixon International School <i>Co-educational</i> www.georgedixon.bham.sch.uk	non-selective	11 to 18	1102
The Heartlands Academy <i>Co-educational</i> www.thhs.bham.sch.uk	non-selective	11 to 16	622
St. John Wall RC School <i>Co-educational</i> www.sjw.bham.sch.uk	non-selective	11 to 16	617
Broadway School <i>Co-educational</i> www.broadwayschool.co.uk	non-selective	11 to 18	1100



The course has two major inputs:

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

The course can be completed over one, two or three terms dependent upon the experience of the applicant.

Course Structure

The GTP course is a school-based training course. All trainees are required to have a minimum of 60 days training (based on one year full-time course). This can be a mixture of school-based and central training.

Titan's Central Training

The trainees attend Broader Educational Issues (BEI) sessions on a Monday morning and Subject Application and Assessment (SAA) sessions on a Wednesday evening (twilight). On Monday afternoons, from September to February, GTP trainees may have directed activities by their School Based Trainer (SBT), Subject Leader, Professional Tutor or Titan ITT Manager/Co-ordinator dependent upon the trainees' individual needs. These activities may include research tasks, attend academic libraries, participate in additional training or observe good practice. Trainees may also be required to enhance their teaching through guided solo teaching or team teaching activities.

School-Based Training

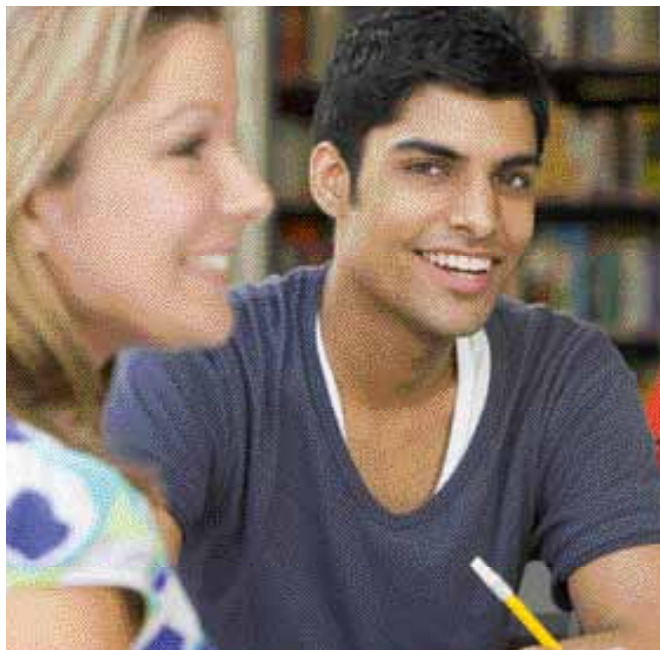
Trainees will receive training from their SBT and Professional Tutor. These sessions will be weekly for the SBT sessions and at least every two weeks for the Professional Tutor training.

Throughout the course trainees will be gathering evidence and seeking advice for their Reflective, Evaluative Evidence Portfolio (REEP), completing assignments, research tasks, compiling a Subject Knowledge folder and completing a development log.

The course structure is generally the same for September and January starters, but trainees should be aware that they will need to be flexible and that January starters will receive support through the BEI sessions and SAA sessions in a different order to those trainees who commenced the course in September.

The course provided to trainees is also personalised to meet the trainee's individual needs as identified in the Individual Training Plan completed at the start of the course.

If a trainee has only had one school experience prior to commencing the programme they will be required to undertake a second placement during the course.



Course Delivery

The course consists of taught sessions, practical classroom experiences 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

GTP trainees are encouraged (recommended) 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. We recommend trainees spend four days in a primary school. Two days at the start of the course and a further two days later in the course. 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 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 one written assignment of 3,000 words.

Broader Educational Issues

This element of the course is assessed by one written assignment of 3,500 words. The assignment that is set will be based on one 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). This includes a subject knowledge folder and a development log.

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.

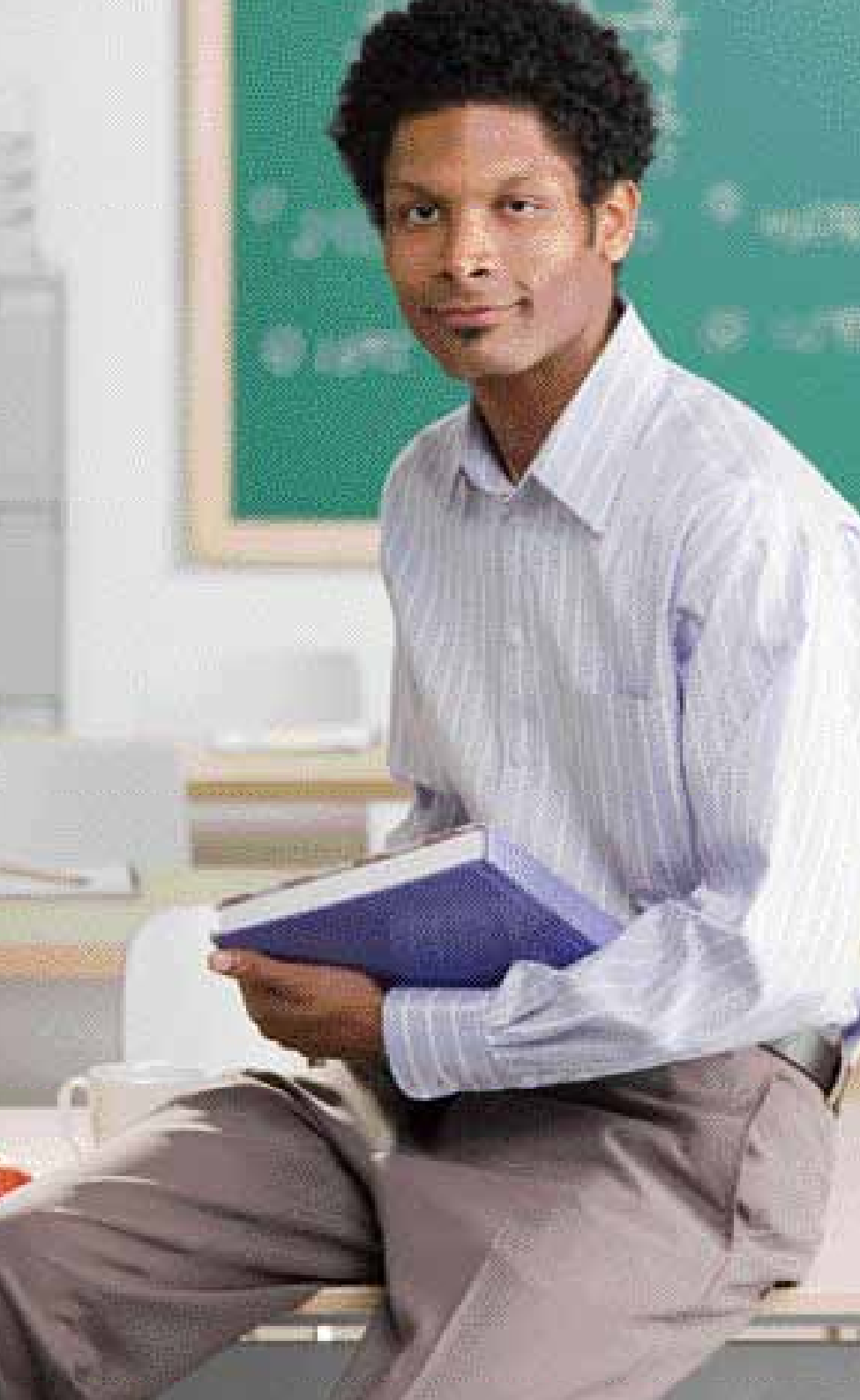


Core subjects offered

The award of the 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
- English
- Art and Design*
- Performing Arts*

*To be introduced from September 2010



School Resources

A range of facilities and accommodation currently exists in the ten institutions that comprise Titan Partnership ITT. 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, returnable to your employing school and to the local authority.
- You will be required to complete a CRB form for the school and the check should be completed prior to the commencement of the course.

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

How to Apply

Before submitting an application we expect you to have spent significant periods of time in schools.

There are several ways in which you can apply to Titan Partnership GTP:

- By telephoning the office to request an application form.
The number is **0121 212 4567** or
fax number is **0121 233 3383**.
- By requesting a form via email to:
teachertraining@titan.org.uk
- Visit our Website through www.titan.org.uk, where you can download an application form.

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



If you require any further information about the Titan Secondary GTP before submitting your application please contact the Titan Partnership Officer on **0121 212 4567**.

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 Titan schools.

Titan Partnership ITT is strongly committed to recruiting and supporting trainees from under-represented groups including those with disabilities and Special Educational Needs. Titan Partnership ITT 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 teach regulations.

Course Awards

The successful completion of this full time course carries the award of Qualified Teacher Status (QTS).

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

Accreditation

On successful completion of the course all trainees will be awarded QTS.

In addition to this award trainees will have the opportunity to study for credits towards a Masters level qualification. Further details are available from the Titan Partnership office.

Funding & Employment

National arrangements for funding will apply to this course.

Salary awards are agreed between the trainee and the school. The trainee will receive a minimum of £14,500 for their training year.

Trainees are employed by the school and will be a trainee with the Titan Partnership.

Further information can be found at 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.