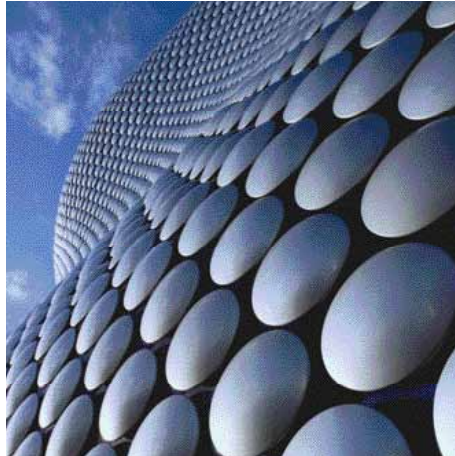


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Raising aspirations through partnership.

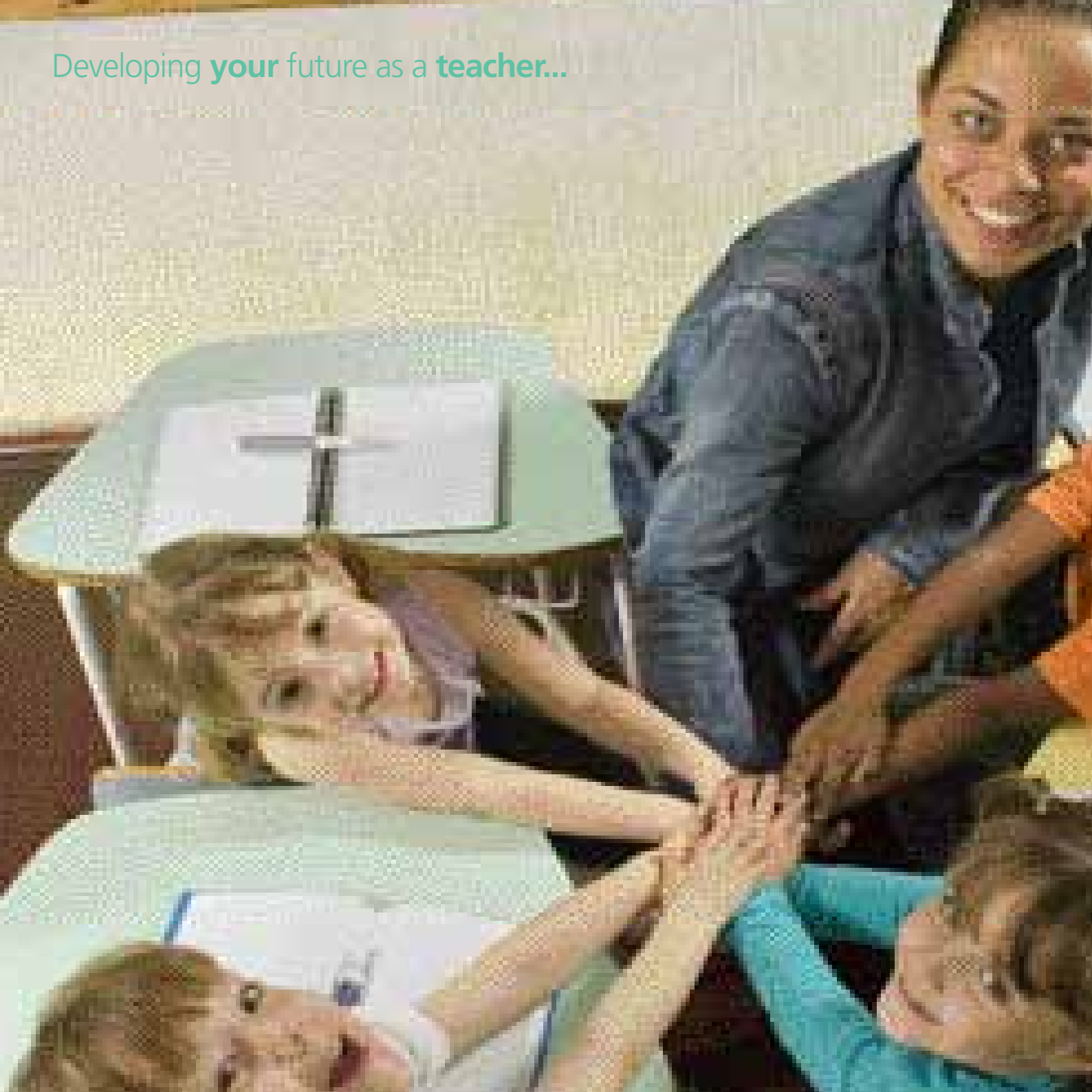
Titan Partnership Limited, St. George's Post 16 Centre, Great Hampton Row, Birmingham B19 3JG  
Tel: 0121 212 4567 Fax: 0121 233 3383 Email: [enquiry@titan.org.uk](mailto:enquiry@titan.org.uk) Web: [www.titan.org.uk](http://www.titan.org.uk)

Educate, inspire & teach.

Titan Primary SCITT Prospectus 2009-2010



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 Primary School Centred Initial Teacher Training (SCITT) course.

We pride ourselves on offering high quality training that enables trainees to exceed the standards required for QTS and to realize their individual potential.

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

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

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

The Titan Secondary SCITT was accredited by the Training and Development Agency (TDA) for the award of Qualified Teacher Status (QTS) in December 1996 and by the Open University for the award of Post Graduate Certificate of Education (PGCE) in August 1997. The Primary SCITT will build upon and develop the good practice already established for training teachers offering both QTS and hopefully Professional Graduate Certificate in Education (PGCE) qualifications.

The Titan Primary SCITT consists of highly effective inner-city primary schools located in the north-west area of Birmingham. 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 primary school, now and in the future. We are hopeful that more local schools will join the SCITT over the coming years.

The Titan Primary SCITT offers training across Key Stages 1 and 2 (5-11 year olds). Schools in our inner city area provide an excellent learning environment for our trainee teachers to develop their competences and begin their careers as well prepared, confident and effective teachers.

Successful applicants to our programme will work in at least two of the participating schools gaining experience both in the classroom and in the general day-to-day life of a school. With guidance and support trainees 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. All trainees will receive a high level of support from School Based Trainers and Professional Tutors. It is hoped that many of our SCITT's successful trainees will gain their first teaching post in these and other local schools.

Applicants 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.

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

The Partnership gives partners a joint organisation of their own funding and development. Outside the curriculum Titan is working to create better opportunities across the whole field of personal development. Involvement in the Partnership gives students and teachers more access to contacts and ideas from continuing education and employment. It also gives employers access to schools, and a chance to understand and contribute to the curriculum.

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

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

Titan 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 Primary SCITT Schools

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

School	No. of Pupils
<b>Cromwell Junior &amp; Infant School</b> <i>Cromwell Street, Nechells, Birmingham, B7 5BA</i> DCSF Number: 2060	219
<b>Deykin Avenue Junior/Infant School</b> <i>Deykin Avenue, Witton, B6 7BU</i> DCSF Number: 2284	150
<b>Manor Park Primary School</b> <i>Church Lane, Aston, B6 5UQ</i> DCSF Number: 5204	390
<b>Lozells Primary School</b> <i>Wheeler Street, Birmingham, B19 2EJ</i> DCSF Number: 2127	471
<b>Prince Albert Junior/Infant School</b> <i>Albert Road, Aston, B6 5NH</i> DCSF Number: 2003	732
<b>Yew Tree Primary School</b> <i>Yew Tree Road, Aston, B6 6RX</i> DCSF Number: 2180	532

Schools in our inner-city area have a large number of pupils on roll who represent a range of different ethnic groups; these schools have developed particular expertise in supporting children for whom English is not their heritage language.

“Working in inner-city schools is both challenging and rewarding. I’m pleased I did it!”

## Titan Primary SCITT Aims

- To provide exciting, high quality training that enables each trainee to realise their potential and exceed in meeting the QTS standards
- To further develop the enthusiasm and skills of all school staff involved in ITT and to engender a desire to fully participate in CPD for ITT purposes
- For staff in schools to provide trainees with excellent role models for the teaching profession
- To improve the supply of locally trained teachers for our schools
- To support all schools involved with raising the attainment of pupils

## Key Features

- A broad range of teaching contexts in successful schools
- Strong links with other schools and phases of education through the wider Titan Partnership
- A long heritage of school-based Initial Teacher Training
- Small group of local inner-city schools
- The immersion of trainees in current learning and teaching methodology through tried and tested classroom practice
- Opportunities for trainees to participate in further study and qualifications leading to Masters level qualifications
- The sharing of training with secondary school trainees
- Relevant and up-to-date school-based experiences, working alongside highly motivated and skilled practitioners in schools at the fore of educational delivery
- A focus on the latest technologies that support trainees to be effective, confident and competent practitioners leading learning in the 21st Century
- Meeting the individual needs of all trainees

# Course Structure

## Placement 1 - Weeks 3 - 20

**Induction** - This placement has a period of preparation for the trainees' first teaching placement. The majority of the trainees' time will be spent in the School- Based Trainers' classrooms initially observing School-Based Trainers teaching and then taking responsibility for teaching the class. Observations of other teachers will also take place.

At first the trainees will be involved in individual or group work, team teaching and solo teaching during this placement. Trainees will undertake nine week block teaching placements during placements 1 and 2.

**Central Training** - The trainees will also attend Broader Educational Issues (BEI) and Subject knowledge and Pedagogy (SKP) sessions. Trainees will have directed time (by SBT or ITT Manager/Co-ordinator) to carry out research, attend academic libraries, participate in additional training or support sessions or to meet with other trainees on specific or whole-school activities.

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

**Assessment** - An ongoing development log will be completed during this placement. This log must demonstrate the trainee's ability to analyse, evaluate and reflect on their practice at a high level. References should be made to research and reading undertaken to underpin knowledge and demonstrate progression. On-going assessment will be based on trainees' overall teaching performance and passing assignments and tasks.

## Placement 2 - Weeks 21 - 38

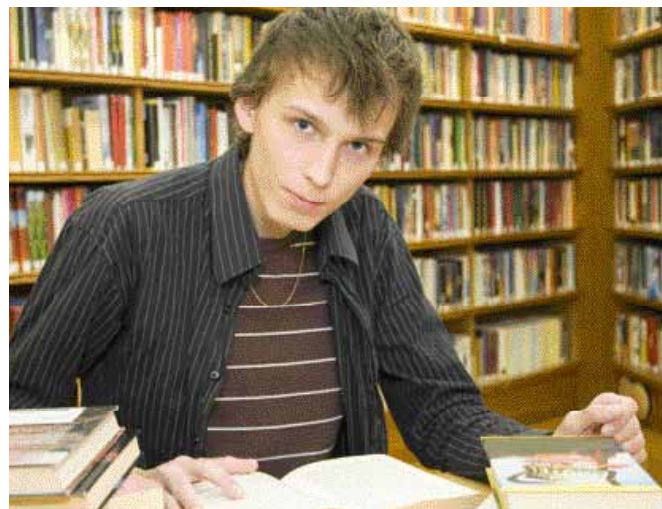
**Induction** - The trainee will be involved in individual and group work, team teaching and solo teaching. Contact time in the classroom will be around 80% including SEN and cross-curricular teaching.

Trainees will be observed by their SBT, Professional Tutor, their Phase Leader and the ITT Manager/Co-ordinator during a second assessed period. This will follow a period of induction into the new school when the trainee will observe and team teach.

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

**Assessment** - Trainees will be gathering evidence for their Reflective, Evaluative Evidence Portfolio (REEP), development log, completing assignments, a subject knowledge file and undertaking a research task throughout this placement.

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



# Course Delivery

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

The course is delivered through:



## Broader Educational Issues

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

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. Sessions 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 experienced teachers. Trainees will also attend subject knowledge training sessions with the Local Authority

## Structured Training/Mentoring

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 training/mentoring 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.

## Secondary School Placements

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

Please note that some training will be held as twilight sessions.

# Assessment

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

## Structured Mentoring/Training

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

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

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

## Subject Acquisition and Teaching

The majority of the sessions will be delivered by experienced teachers but, where appropriate, individual SBTs might also contribute to the sessions. Trainees will be assessed through two written assignments, each of 3,000 words.

## Broader Educational Issues

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

## Reflective Evaluative Evidence Portfolio

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

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

Trainees' professionalism will also be assessed throughout the course including attendance and punctuality. All components of the course must be passed.

Successful trainees will be awarded the Professional Graduate Certificate in Education (PGCE) through the Open University and Qualified Teacher Status (QTS).

**“A great course. I would recommend school-based training courses to anyone. Demanding, but enjoyable.”**