

Leeds School Centred Initial Teacher Training



Leeds SCITT are a partnership of schools with Leeds Trinity University that provide school-centred initial teacher training at secondary PGCE level. We have been successfully training outstanding teachers who have a genuine drive to ensure all pupils are engaged and achieve their very best within their subjects since 2004.

Introduction

We are a good provider with many outstanding aspects (Ofsted 2012) and we have employment rates that are much higher than the sector averages. Our courses offer a hands-on approach supported by development of pedagogical knowledge. In the recent Ofsted, inspectors praised the high quality of our trainees, course structure and mentoring:

“ The self-motivated, reflective and confident trainees who demonstrate good subject knowledge and a clear professional understanding of how schools work. ”

“ The well-designed and flexible programme structure that facilitates a strong sense of teamwork and support amongst both current and past trainees. ”

“ The positive climate for training and mentoring where all members of the partnership are fully committed to its success. ”
Ofsted, 2012

Our trainee teachers spend over 90% of their training year in schools so that they experience a wide range of approaches to teaching and learning.

“ I watched and listened to other teachers but was also allowed to develop my own unique teaching style ”
*Kjartan Howard-Rigby -
Science SCITT Trainee*

The SCITT Model is a unique 'hands on' experience that is a family partnership including tutors, trainees and schools. It is this partnership that supports you through your development and ensures your learning experience is comprehensive and relevant. It is 'practical based learning' at your own pace, with professional support at all times. You will need to work very hard for rewards you sometimes never see, but it is a chance to 'change lives'.

Study Routes

Leeds SCITT courses are offered through both the SCITT and through Schools Direct with our partner schools. Both routes lead to a PGCE from Leeds Trinity University with masters credits available.

'The support you receive is invaluable in producing an extremely reflective and effective practitioner.'
Luke, Science Trainee, 2014

S C I T T

Differentiation

Our lead schools all have dedicated SCITT training rooms and the training models the good practice you would expect to see in all classrooms.



Our Courses

Our courses are divided into three twelve week stages, each with the emphasis on being School Centred. In Stage One trainees are based at the Lead School for their subject with a lead subject tutor who is mostly responsible for the delivery of this part of the course supported by Leeds Trinity.

Trainees develop their knowledge and understanding of the curriculum through conducting research assignments and lesson observations. Professional understanding of the requirements of being a teacher, including behaviour management strategies and how to support pupils with varying needs, is supported by weekly sessions based at Leeds Trinity.

Stage Two consists of your first teaching placement in one of our partnership schools. Here trainees are encouraged to put into practice the knowledge and understanding developed in Stage One in order to develop and broaden their teaching skills.

In stage Three trainees transfer their competency into a different school context. As in Stage Two, trainees teach to a timetable where they plan, deliver and evaluate challenging and engaging lessons. Two weeks are spent at the end of Stage Three conducting enrichment activities, where trainees are able to explore areas of interest and develop resources for their placement school.

Throughout each stage trainees are fully supported by the lead tutor, a link tutor from Leeds SCITT and subject specialist mentors who are dedicated to training the very best teachers.

Trainees are encouraged to become reflective practitioners, assessing their strengths and areas for development throughout the course, which shows progression and develops confidence.

Our courses will give you a solid foundation of the knowledge, understanding and skills required to become a successful teacher and have a challenging and rewarding career.



Art & Design

As Art & Design teachers we recognise and nurture the creative potential of all our pupils. We aim to provide each one of them with a wide range of opportunities to develop their creativity and learn new skills. Pupils are regularly encouraged to learn about their own and other's cultures and traditions to challenge intolerance, ignorance and prejudice. We develop in our pupils transferable skills; the ability to work independently, collaborate, question, explore, experiment and make critical judgements in a secure and enjoyable learning environment. We help pupils to take an idea, develop it and create quality pieces of work which they can be proud of sharing with others.

Available through core and School Direct.

The SCITT model allows for your tutors to learn and understand your individual training needs and create a programme that supports and develops you as a teacher

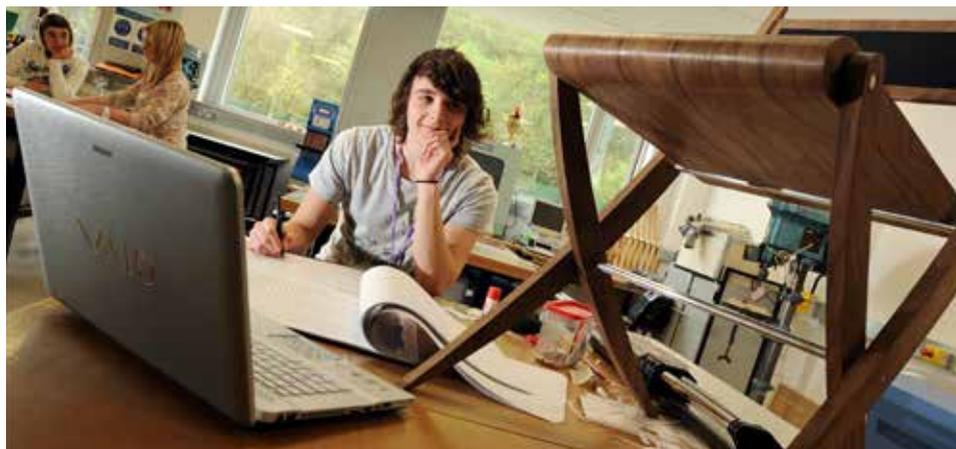
Entry requirements

To be accepted onto the course you will need:

- an honours degree in an art based or closely related degree at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Art.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



Computer Science with ICT

This course offers a unique opportunity to develop your experience in dynamic and supportive school environments. You will have access to contemporary and varied facilities to enhance your subject knowledge of Computer Science and Information Technology (IT).

As part of the IT specialism, Titus Salt School has 30 laptops in each classroom throughout the school. This provides great opportunities for using ICT across the curriculum. Overall this provides a fantastic chance to start your career by training in an engaging and positive learning environment.

Available through core and School Direct.

'I had so much support through the course, helping me to develop my own style of teaching'

Ed, ICT trainee 2013.



Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Computer Science and ICT at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in IT.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



Dance

The Dance SCITT course is a PGCE course, with trainees spending more time training in secondary schools than on traditional PGCE courses. Dance addresses choreographic and appreciation skills along with developing pupils' performance competencies.

Trainees with engaging personalities, creativity and a depth of general subject knowledge will build on their existing skills to start their career as teachers of this unique and powerful subject. Leeds SCITT is committed to ensuring the very best for the future of dance education by training dynamic and exciting new teachers now.

With a smaller cohort than many other Dance ITT courses, Leeds SCITT offers a very personal training experience where trainees are nurtured and given the best tools to become successful teachers.

Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Dance at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Dance (or similar).

- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills tests in English and Maths by the start of your PGCE course.
- a good state of physical and mental fitness.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



Design and Technology

The Leeds SCITT Design Technology course provides you with the opportunity to specialise in Resistant Materials, Food Technology or Textiles up to KS4 (GCSE level). You will also have the opportunity to teach a second specialism at KS3 (ages 11 – 14).

Design Technology is a truly dynamic subject, one which is at the forefront of our ever changing world. It allows pupils to explore their creativity by designing and making innovative products which respond to the needs and wants of society.

Available through core and School Direct.

'If you like to learn on the job then this course is for you. The Leeds SCITT gave me practical skills and the ability to teach children with confidence, in schools which offered endless support and encouragement. As a consequence I was more than ready and eager to start my first job as a teacher'
Jo, SCITT Trainee 2011.



Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Design Technology at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in the Design Technology strand you wish to teach (resistant materials, food technology or textiles).
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



Drama

The Drama SCITT course is a PGCE course, with trainees spending more time training in secondary schools than on traditional PGCE courses.

Trainees with engaging personalities, creativity and a depth of general subject knowledge will build on their existing skills to start their career as teachers of this unique and powerful subject. Leeds SCITT is committed to ensuring the very best for the future of drama education by training dynamic and exciting new teachers now.

With a smaller cohort than many other Drama ITT courses, Leeds SCITT offers a very personal training experience where trainees are nurtured and given the best tools to become successful teachers.

Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Drama at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Drama (or similar).
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills tests in English and Maths by the start of your PGCE course.
- a good state of physical and mental fitness.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.

- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



100% of our trainees rated the quality of the Leeds SCITT PGCE course provision as 'Very Good' or 'Good', over the last three years in the NQT Survey.

English

English has always been, and continues to be for us today, an essential and powerful driving force in our society. It affects us all, and has a significant impact on all of our other work. A knowledge of English is needed to enlighten the subtleties of literature and to enable our performance in all other subjects. Beyond this, the study of English is a fascinating one, interesting for its own sake.

We are interested in recruiting teachers who can inspire, challenge, and enjoy working with young people.

The course lasts ten months and is divided into three stages of training each lasting twelve weeks. To be successful, trainees need to learn how to deliver in a style that suits their own personality but watch and learn from other teachers. Learning in a classroom requires professionalism, organisation, planning, preparation and excellent subject knowledge, across the department.

Trainees will experience lessons across a range of ages and attainment, reflecting the diverse needs of students in our schools.



Entry requirements

- good honours degree (2:ii or above) with a significant proportion English.
- GCSE Grade C (or equivalent) English and mathematics.
- have passed the QTS skills tests in English and Maths by the start of your PGCE course.
- confirmation that the applicant had not been excluded from teaching nor from working with children, nor was registered with the Criminal Records Bureau as unfit for working with children or young persons.
- suitable personal and intellectual qualities required for teaching in secondary schools
- attitudes and values appropriate to that of a secondary teacher.
- ability to read effectively and communicate clearly and accurately in spoken and written standard English.the capacity to meet the Secretary of State's requirements for physical and mental fitness to teach.

In our selection of candidates for interview for the PGCE Secondary English course we are looking for applicants with appropriate and secure subject knowledge as well as evidence of commitment to a career teaching English in a secondary school.

In addition to the above essential entry requirements, successful applicants also tend to have:

- experience working in educational settings.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.

Geography

Trainees will experience lessons across a range of Humanities subjects in the first instance, reflecting the diverse needs of students in our schools. You will work alongside an experienced team of Geographers and the wider Humanities department, who have proven ability to ensure achievement for all students. Through the process of observation and team teaching opportunities you will develop the ability to communicate key geographical concepts and skills such as map reading skills and the ability to analyse and evaluate data within both the human and physical disciplines of the subject. You will also have the opportunity to be involved in field trips as an essential aspect of the Geography curriculum. Stage one will help focus trainees understanding of the philosophy of teaching alongside the practicalities of delivery.

Geography offers unique opportunities for students to improve their subject knowledge and understand their place in the world. It is a broad subject that allows students to develop their practical, analytical, creative, evaluative and problem-solving skills. Young people have a natural curiosity about the world around them, and excellent Geography teaching will enable students to appreciate the varied and fantastic world in which we live. We are interested in finding teachers who can inspire, challenge and consistently enjoy working with young people in a way that encourages students to thrive in the world around them.

Available through core and School Direct.

'The course has been amazing so far. It has offered an all-round experience, including teaching both human and physical geography topics and opportunities to partake in fieldwork trips. With support and guidance where required, I have been able to develop a teaching style adapt to suit me.'

Catherine, Geography Trainee, 2013.

Entry requirements

To be accepted onto the course you will need:

- an honours degree in Geography or a related subject at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Geography.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



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**We are a partnership
of schools with Leeds
Trinity University that
have been successfully
training teachers since
2004. All of our courses
are PGCE qualifications
with 60 Masters Credits.**
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History

The History course aims to develop independent teachers, who are confident in their subject knowledge and have examined a wide range of strategies for enthusing students and helping them progress and achieve. Trainees will be taught how to develop children's historical understanding such as their ability to measure significance, make judgments on cause and consequence, change and continuity, interpret a variety of historical sources, have an understanding of chronology, as well as being able to express ideas clearly and literately. A range of strategies will be examined and trainees will be encouraged to study the diverse ways subject knowledge and skills can be covered. We are interested in finding teachers who can inspire, challenge and consistently enjoy working with young people. We want to train History teachers who are inspirational, and not afraid to take some risks.

Trainees will experience lessons across a range of Humanities subjects in the first instance, reflecting the diverse needs of students in our schools. You will work alongside an experienced team of Historians and the wider Humanities department, who have proven ability to ensure achievement for all students. Through the process of observation and team teaching opportunities you will develop the ability to communicate key historical ideas and concepts. Stage One will help focus trainees understanding of the philosophy of teaching alongside the practicalities of delivery. Available through core and school direct.



Entry requirements

To be accepted onto the course you will need:

- a good honours degree (2ii or above and preferably single honours) with a significant proportion of History.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



We want to train History teachers who can inspire and challenge young people.

Mathematics

Mathematics is all around us every day. It is the tool and language of commerce, engineering and other sciences. It plays a vital, often unseen role, in many aspects of life such as transport, mobile phones and space travel. As a society it is important that young people are trained to be analytical, logical and able to solve problems. These are the skills we develop as teachers of Mathematics.

We are interested in recruiting teachers who find the subject exciting and challenging and are able to share this enthusiasm with young people.

The course lasts ten months and is divided into three stages of training each lasting twelve weeks. To be successful, trainees need to learn how to deliver in a style that suits their own personality but watch and learn from other teachers. Learning in a classroom requires professionalism, organisation, planning, preparation and excellent subject knowledge, across the department. Trainees will experience lessons across a range of ages and attainment, reflecting the diverse needs of students in our schools.



Entry requirements

- a good honours degree (2ii or above) with a significant proportion Mathematics.
- GCSE Grade C (or equivalent) English and mathematics.
- have passed the QTS skills tests in English and Maths by the start of your PGCE course.
- confirmation that the applicant had not been excluded from teaching nor from working with children, nor was registered with the Criminal Records Bureau as unfit for working with children or young persons.
- suitable personal and intellectual qualities required for teaching in secondary schools.
- attitudes and values appropriate to that of a secondary teacher.
- ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- the capacity to meet the Secretary of State's requirements for physical and mental fitness to teach.

In our selection of candidates for interview for the PGCE Secondary Mathematics course we are looking for applicants with appropriate and secure subject knowledge as well as evidence of commitment to a career teaching Mathematics in a secondary school.

In addition to the above essential entry requirements, successful applicants also tend to have:

- experience working in educational settings.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.

“Our trainees observe and work with a range of good and outstanding practitioners”

Music

Trainees with engaging personalities, creativity and a depth of general subject knowledge will build on their existing skills to start their career as teachers of this unique and powerful subject. Leeds SCITT is committed to ensuring the very best for the future of music education by training dynamic and exciting new teachers now.

With a smaller cohort than many other Music ITT courses, Leeds SCITT offers a very personal training experience where trainees are nurtured and given the best tools to become successful teachers.

The Music course allows you to transfer your unique skills and talents as a musician to inspiring and creative teaching.

Available through core and School Direct.



'Working with and around teachers and other trainees gives you great inspiration for the classroom to make teaching music musical'

Brad, Music Trainee, 2013.

Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Music. at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Music.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



RE

Religion has always been, and continues to be for us today, a powerful driving force in society. It affects us all, whether or not we are believers, and is an intensely curious subject that calls out for better understanding. A knowledge of religion is needed to inform our own political and social understanding, to enlighten the subtleties of literature and to aid our understanding of history. Beyond this, the study of Religious Studies is a fascinating one, interesting for its own sake and useful in that it provides an insight into the study of ideas and their accompanying debates. It forces you to examine your own ideas and raises questions where before you thought there were none. The focus on developing analytical skills means that Religious Studies qualifications are valued by colleges and universities.

We are interested in recruiting teachers who can inspire, challenge and enjoy working with young people, in a way that it allows them to develop their understanding of the importance of religion within society and allowing them to also explore their own personal spirituality.

Trainees will experience lessons across RE in the first instance, reflecting the diverse needs of students in our schools. You will work alongside an experienced team of RE teachers, who have proven ability to ensure achievement for all students. Through the process of observation and team teaching opportunities you will develop the ability to communicate key ideas and concepts in Religious Education. Stage one will help focus trainees understanding of the philosophy of teaching alongside the practicalities of delivery.

Available through core and School Direct.

Leeds SCITT is one of the most hands on and practical teacher training programmes in the UK.

Entry requirements

To be accepted onto the course you will need:

- A good honours degree (2:ii or above and preferably single honours) with a significant proportion of Theology or Religious Studies.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



Science with Biology

Science offers unique opportunities as a subject that develops not only pupils' science knowledge and understanding but also develops their practical, analytical, creative, evaluative and problem-solving skills. Young people have a natural curiosity about the world they live in, and excellent science teaching can capture and develop this to ensure all pupils achieve their very best. We are interested in finding teachers who can inspire, challenge and consistently enjoy working with young people in a scientific and enquiring environment. We want to train science teachers who are inspirational, and who are not afraid to take some risks.

Available through core and School Direct.



'The faculty have provided fantastic support. They have helped me to develop ideas of teaching different ideas to different abilities. I feel that they have prepared me well for Stage 3 and my NQT year'
SCITT Trainee, 2013.

Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Biology, at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Biology, Chemistry, Physics or other science related A Levels.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.



Science with Chemistry

Science offers unique opportunities as a subject that develops not only pupils' science knowledge and understanding but also develops their practical, analytical, creative, evaluative and problem-solving skills. Young people have a natural curiosity about the world they live in, and excellent science teaching can capture and develop this to ensure all pupils achieve their very best. We are interested in finding teachers who can inspire, challenge and consistently enjoy working with young people in a scientific and enquiring environment. We want to train science teachers who are inspirational, and who are not afraid to take some risks.

Available through core and School Direct.



Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Chemistry, at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Biology, Chemistry, Physics or other science related A Levels.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer/teacher/mentor to others.
- a competent level of ICT skills and experience.

The SCITT model is a unique 'hands on' experience that is a close partnership including tutors, trainees and schools.

It is this partnership that supports you through your development and ensures your learning experience is comprehensive and relevant.

Science with Physics

Science offers unique opportunities as a subject that develops not only pupils' science knowledge and understanding but also develops their practical, analytical, creative, evaluative and problem-solving skills. Young people have a natural curiosity about the world they live in, and excellent science teaching can capture and develop this to ensure all pupils achieve their very best. We are interested in finding teachers who can inspire, challenge and consistently enjoy working with young people in a scientific and enquiring environment. We want to train science teachers who are inspirational, and who are not afraid to take some risks.

Entry requirements

To be accepted onto the course you will need:

- an honours degree with a significant element of Physics at a classification of 2:ii or above.
- advanced level qualifications (or equivalent experience) in Biology, Chemistry, Physics or other science related A Levels.
- GCSE grade C or above in English and Mathematics (or equivalent).
- the ability to read effectively and communicate clearly and accurately in spoken and written standard English.
- have passed the QTS skills in English and Maths.
- confirmation that you have not been excluded from teaching nor from working with children, nor have been registered with the Criminal Records Bureau as unfit for working with children or young persons.
- the suitable personal and intellectual qualities required for teaching in secondary schools.

It is beneficial that you also have:

- recent experience working with secondary-age children.
- recent experience of your subject in a secondary school.
- experience as a trainer / teacher / mentor to others.
- a competent level of ICT skills and experience.

Science applicants will need to be able to demonstrate that they have adequate subject knowledge in biology, chemistry and physics. This may be evidenced by advanced level or higher level study or by additional experience. Quality applicants without sufficient Physics or Chemistry subject knowledge may be accepted onto the course, on the condition that they satisfactorily complete a six-month Physics or Chemistry Enhancement Course before the PGCE course.

More information about these courses can be found at www.teach.gov.uk.



Fee Information

For tuition fees and more detailed information please refer to our Postgraduate Initial Teacher Training funding guide.

The Application Process

Core

Applications to the course are through the UCAS Teacher Training Portal www.ucas.com

Applications open in October.

Note that our Institution Code Name is LDSS and our Institution Code is L26.

Contact Details

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