

School Direct 2022-23

Exceptional teachers for exceptional
learners



'I would recommend this course as it trains, equips, prepares and moulds you to be an excellent teacher in a school setting.

As this is an intensive one year course, every professional supported me with my essays, planning my lessons and managing my workload. The support helped me to be organised, positive and confident to do my best on the course.

I have learnt so much from this training. I have become confident, resilient and determined to be an effective teacher when I teach in the classroom and represent the school! Now I am living my dream.'

A School Direct student



Welcome

Dear All,

Welcome to the School Direct training programme, delivered in association with Halstow (Compass Partnership of Schools) Teaching School Hub, and Thomas Tallis Comprehensive School. Thank you for applying to train in one of our schools and to being part of a team that is committed to excellence. You are training in one of the most rewarding and demanding professions, at a time when schools are being given greater freedoms to innovate teaching and learning; there are many exciting times ahead!

In joining us, you have chosen a programme that has established an exemplary reputation locally and nationally for creativity, innovation, and the achievement of the very highest standards. We work closely together to achieve the best outcomes for children and their families, and constantly focus on current thinking and research, to ensure our practice is cutting edge.

At the heart of our success is great teaching. It is the teacher in the class who establishes the relationships with every child, enabling all learners to feel safe and confident to experiment, explore, and question. As a result, we are firmly committed to every practitioner's professional learning, and therefore place a premium on crafting the highest quality learning experiences for all. Great teachers are great learners and great schools are vibrant communities of learners.

'A teacher affects eternity; he can never tell where his influence stops.'

Henry Adams

As trainee teachers, you will be engaged in a high-quality Continuing Professional Learning programme that will run over the course of the academic year. This will enable you to visit all of the schools in the group and learn from leaders in each of them. The programme will provide you with opportunities to share your experiences with other trainee teachers and find answers to any issues you may have, in a safe and supportive context.

May we take this opportunity to wish you the very best in your year as a trainee teacher; be ambitious, creative, forward-thinking, fun-loving, understanding, and kind. Remember to look for the possibilities and to let no barrier prevent you from finding the answer that enables every individual to learn. Children deserve nothing less.

The very best of wishes for the year ahead.

Halstow School Direct Primary Hub



Halstow Primary School is one of the lead teaching schools in the Royal Greenwich School Alliance, orchestrating initial teacher training across a hub of local primary schools. We work in partnership with the wider group of alliance schools to ensure we provide students with the best possible learning experience for life in the classroom. Halstow Primary is also a member of The Compass Partnership of Schools; a multi-academy trust of five primary schools and one special school, with a reputation for research-led, innovative practice, and expertise in school improvement. By having a special school in the group, with both a primary and secondary phase, we offer students unique access to the best practice in special educational needs.

The Halstow School Direct Hub works in partnership with Goldsmiths University to host a growing number of School Direct places each year. Goldsmiths, University of London, has been training teachers since 1904 and has been recognised as one of the UK's top creative universities, as voted for by students. The Department of Educational Studies contains world-class academics, including their Professor of Children's Literature, Michael Rosen.

We currently have trainees on two pathways to becoming qualified teachers, which are School Direct Fee-Paying trainees, and School Direct Salaried trainees. All School Direct Fee-Paying trainees are enrolled on a Postgraduate PGCE, with 60 masters credits.

We are delighted to be part of the School Direct programme and look forward to working with trainees who are interested in a career in the classroom. We firmly believe that it is an excellent way to learn and qualify to become a teacher. School Direct gives candidates the opportunity to gain practical experience that is personalised to the needs of the individual trainee, supported by the very best that universities have to offer.

Our hub schools offer a diverse range of contexts for students to develop their teaching skills in, and provide unique opportunities for students to share experiences.

Our hub schools are:

Alderwood Primary School, Cardwell Primary School, Deansfield Primary School, Eglinton Primary School, Halstow Primary School, Horn Park Primary School, Sherington Primary School, South Rise Primary School, Willow Dene School and Wingfield Primary School.

Please visit each school's website to get a flavour of their unique ethos and values.

Contact details:

Ross Silcock	rsilcock@wingfield.compassps.uk
Jo Atkins	jo.atkins@royalgreenwich.gov.uk
Lizzy Camp	elizabeth.camp@royalgreenwich.gov.uk

Recommended reads:

Full on Learning - Zoe Elder

National Curriculum in England

Keeping Children Safe in Education

Enjoy your year with us and make the most of the opportunities that the experience offers you.



'Thank you so much for all your support this year. I have thoroughly enjoyed our training sessions.... I wish I could have you help me through NQT!'

A School Direct student

Our Primary Hub Schools

Deansfield Primary School - Part of The Compass Partnership of Schools

'Work together, learn together, achieve together'

Deansfield Primary School is a values-based learning community, committed to the education of the whole child.

We have a highly skilled and dedicated staff who are continually seeking new and creative ways of engaging children in learning experiences that enable them to deepen their understanding, and develop into enthusiastic, successful, and confident learners. We provide a broad and balanced curriculum taught through rich contexts that support children to make meaningful connections between subjects, and further develop their own interests. Music and the arts play a very special role in the life of everyone at the school. We strive to achieve high academic standards for all children, and believe this is best achieved through teaching that is engaging, innovative, and personalised to children's needs.

Eglinton Primary School

'At Eglinton we aim to be the heart of our unique and exciting community where our children, families and staff come together to build a vibrant place of learning for all.'

Eglinton is a unique and diverse learning community where we enable our children to achieve their best in everything they do. We have very high aspirations for our children, their families, and the community. Children and staff are highly-motivated and firmly believe in learning together in partnership with our families and other professionals.

Horn Park Primary School - Part of The Compass Partnership of Schools

Horn Park Primary School is a unique and diverse learning community that provides the best possible support in enabling pupils to achieve their best.

Pupils and staff are highly-motivated and firmly believe in learning together, in partnership with families. Children are at the centre of all that we do at Horn Park. We are a values-based community that strives to ensure we develop the education of the whole child. Our curriculum is designed to foster curiosity and creativity, and to develop motivation and habits that encourage our children to be life long learners.

Wingfield Primary School - Part of The Compass Partnership of Schools

'Learning without limits.'

At Wingfield Primary School we collect evidence about what works best now and use this evidence to improve outcomes for all. Our vision is to build a school community focused on the learner: child and adult.

We strive to achieve high academic standards for all children and believe this is best achieved through teaching that is engaging, innovative, and personalised to children's needs. We have a very close relationship with our community and always listen to the views and desires of children and parents. We are very proud of our partnership work and are always looking for ways of strengthening the links between schools.

Cardwell Primary School

'Learning for Life'

Cardwell is a school that is rich in culture and diversity. We are committed to educating the whole child and embedding high aspirations and high levels of self-esteem that the children can continue to build on in the future. We are continually looking for new and inventive ways to engage all children in learning.

Alderwood Primary School - Part of The Compass Partnership of Schools

'Curiosity, Collaboration, Creativity'

Alderwood Primary School is a values-based education community dedicated to the care and development of the whole child. Our values underpin everything we do from our broad and balanced curriculum, to how we treat each other and our environment, every moment of every day. As part of our school, we have a special provision for children with a diagnosis of Autistic Spectrum Disorder who would also benefit from integrating into a mainstream classroom.

To prepare our children for life in the 21st Century, we strive to build intellectual minds capable of flexibility, problem-solving, and tackling challenges with a growth mindset. We nurture the whole child, ensuring the children receive a range of challenging, high-quality experiences at our school.

Willow Dene School - Part of The Compass Partnership of Schools

'Seeing possibilities, realising dreams'

Willow Dene is a special school for children aged 2-16. We are a values-based learning community completely focused on building provision around the needs of each child and their family. We are a very happy community and aim to offer our families support to enable children to thrive and enjoy living and learning.

All our pupils have a statement of special educational needs or an Education Healthcare Plan.

Sherington Primary School

Sherington is a thriving and dynamic school. We are an inclusive primary school in Greenwich with a World Heritage Site located on our doorstep. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling. We believe that 'character + academics' is the goal of true education and deliver this through Positive Education and the PERMA model. By placing well-being at the heart of education, our pupils are encouraged to flourish – emotionally, socially, psychologically and academically.

South Rise Primary School - Part of the Compass Partnership of Schools

‘Learning that anything is possible’

South Rise Primary School is a values-based learning community, committed to the education of the whole child. We are always seeking new and creative ways of engaging children in learning experiences that motivate and entice them to deepen their understanding, and develop a lifelong love of learning. We offer a broad and balanced curriculum with creative contexts providing the stimulus to engage children in quality experiences. We strive to achieve high academic standards for all children and believe this is best achieved through teaching that is engaging, innovative, and personalised to children's needs.

Mulgrave Primary School

We Believe That All Children Can Achieve Excellence and That a Quality Primary Education Provides the Platform for Lifelong Success.

Mulgrave is a diverse and thriving community with big ambitions! Partnership with parents and carers is at the centre of everything we do. Through regular newsletters, workshops, coffee mornings and celebration events, families and staff work hand in hand. Parents are learners too and our vision extends to providing a range of adult learning experiences that will transform and regenerate our community beyond recognition. Together, everyone achieves more.

Working with a range of partners in education, our high expectations, innovative curriculum and distinct approach to learning are making a real difference. Mulgrave is a rapidly improving, outward-facing school that is involved in a variety of projects to raise standards and benefit children across communities of schools.

Firm in our belief that children come first, we strive to ensure that all pupils at Mulgrave feel happy and safe.

With our children being the leaders of the future, we actively promote independence, confidence and teamwork.

Primary School Direct Programme 2022 - 2023

Date	Session	Session Outline	Venue
	Each half day session will include a joint observation and evaluation (live or virtual). Each observation will focus on a particular pedagogical strategy. S4	<p>The session will:</p> <ul style="list-style-type: none"> • Develop students' understanding of pedagogical strategies that impact positively on learning through observation of expert colleagues. • Through discussion and evaluation deconstruct these pedagogical approaches eg breaking tasks down into constituent components. 	In classroom or virtual
2.9.22 9.30-15.00	<p>Session 1</p> <p>What do I need to make my first term successful? S1</p>	<p>This session will explore:</p> <ul style="list-style-type: none"> • Resilience and well-being • Professionalism and professional conversations • the importance of teachers as key role models and how their behaviour, values and attitudes can influence this. • Characteristics of learning 	Thomas Tallis
22.9.22 16.00-17.15	<p>Session 2</p> <p>Promoting positive behaviour S7</p>	<p>This session will:</p> <ul style="list-style-type: none"> • Explore effective ways to promote the positive attitudes, values, and behaviour expected of pupils. • Unpick how a range of factors can inhibit pupils' ability to learn. • Explore how to manage behaviour effectively using a range of positive behaviour for learning strategies. 	Virtual

29.9.22 9.00-12.00	Session 3 Progression in Early Reading S3	<p>This session will:</p> <ul style="list-style-type: none"> • Provide an overview of progression in phonics in the National Curriculum. • Increase subject knowledge in the teaching of phonics and understanding how phonics is integral to early reading. • Give participants an opportunity to observe and evaluate high quality phonics sessions. 	Cardwell
20.10.22 13.00-15.00	Session 4 Professional Standards		Thomas Tallis
3.11.22 9.00 – 12.00	Session 5 Scaffolding learning through modelling S4	<p>This session will:</p> <ul style="list-style-type: none"> • Develop students’ understanding of how to scaffold learning effectively through modelling. • Demonstrate two modelling strategies: narration of thoughts and worked examples 	Deansfield
1.12.22 9.00 – 12.00	Session 6 Progression in the Mathematics Curriculum S3	<p>This session will:</p> <ul style="list-style-type: none"> • Provide an overview of progression in mathematics in the National Curriculum. • Increase subject knowledge in the teaching of mathematics with a particular focus on representations. 	Horn Park
2.2.23 9.00 – 12.00	Session 7 Planning a learning sequence (exemplified through English) S4	<p>This session will:</p> <ul style="list-style-type: none"> • Demonstrate what is meant by a teaching sequence and how new material is presented in steps, linking new ideas to prior learning. • Ensure teaching sequences are 'learning' focused. 	South Rise

23.3.23 9.00 -12.00	Session 8 Assessment is learning S6	<p>This session will:</p> <ul style="list-style-type: none"> • Provide opportunities to discuss the difference between formative and summative assessment information. • Explore and analyse a range of strategies to make thinking and learning visible in the classroom to provide assessment information. 	Sherington
27.4.23 14.30-16.30	Session 9 Adaptive Teaching for Children with SEND	<ul style="list-style-type: none"> • Provide an opportunity for students to listen to an expert in SEND. • Strengthen students' understanding of how learning has to be adapted for children with SEND 	Willow Dene
25.5.23 13.00-15.00	Session 10 Professional Standards		Thomas Tallis

Thomas Tallis School Direct Secondary Hub



Thomas Tallis School is one of the lead teaching schools in the Royal Greenwich School Alliance, orchestrating initial teacher training across a small hub of local secondary schools. We work to ensure we provide students with the best possible learning experience for life in the classroom.

The Secondary School Direct Hub works in partnership with both Goldsmith's and Greenwich University to host a growing number of School Direct places each year. Goldsmith's, University of London, has been training teachers since 1904 and has been recognised as one of the UK's top creative universities as voted for by students. Greenwich University has a long history of teacher training, going back over 100 years at the Avery Hill Campus. Both Universities feature lecturers of many years experience in the classroom with an enviable record of success in teacher training.

School Direct Fee-paying trainees have the opportunity to gain 60 master's credits through Goldsmiths University.

We are delighted to be part of the School Direct programme and look forward to working with trainees who are interested in a career in the classroom. We firmly believe that it is an excellent way to learn and qualify to become a teacher. School Direct gives candidates the opportunity to gain practical experience that is personalised to the needs of the individual trainee supported by the very best that Universities have to offer.

Our hub schools offer a diverse range of contexts for students to develop their teaching skills in and provide unique opportunities for students to share experiences.

Our Hub schools are Thomas Tallis, St Ursula's, Plumstead Manor, Eltham Hill, The John Roan and Greenwich Free School.

For more details please contact: selliott@thomastallis.org.uk

Our Secondary Hub Schools

Thomas Tallis School

“Education to understand the world and change It for the better”

We are proud to be a large and successful comprehensive school. Our curriculum is rooted in our belief in offering powerful and shared knowledge. Knowledge is powerful because it enables children to interpret and control the world; it is shared because all our children should be exposed to it. We want everyone in our community to learn and develop together by being truly challenged, stretched and engaged by exceptional teaching and learning.

We also believe that young people benefit from understanding how they learn. We are convinced that schools exist to help develop characters and attributes of young people alongside their knowledge and understanding of the curriculum. In recent years we have been involved in research about creative learning. Out of this research we have developed a set of habits of mind, which are associated with successful creative learners. We are committed to helping all of our students develop these habits of mind as part of their everyday experience. In this way, Tallis is a community of learners who support each other to be inquisitive, collaborative, persistent, disciplined and imaginative.

A placement at Thomas Tallis will enable you to work within the largest sixth form centre in the borough where we offer a range of more unusual subjects such as Photography, Dance, Economics, Philosophy, Psychology and Sociology. The breadth and depth of results for a non-selective sixth form across a large range of courses embodies our belief as a school that all our students should aspire to greatness, and that our students can compete on wholly equal terms with the best institutions in the country.

We also house an unusually large SEND provision, including dedicated specialist centres for students who are deaf or hearing impaired and for students with autism or language impairment. Our specialist staff provide support, working alongside teaching staff, to ensure that the needs of all of our students are taken into account. The school strives to promote inclusion within the school community as a whole.

St Ursula's

Founded by the Ursuline Order in 1877 in Greenwich St. Ursula's Convent School continues to have as its inspiration the spirit and traditions of the congregation.

St. Ursula's Convent School is a listed building with fine views over London & the Thames, surrounded by a rich heritage of maritime history & located on the Meridian Line.

As a London Ursuline community, we are extremely proud of our academic achievements. Our students make outstanding progress in the subjects they study. Underpinning this is a commitment to equality and diversity for all. Excellent pastoral care is at the heart of all that we do. We ensure that the well being of each student is catered for and that needs are met, regardless of what they are.

As a forward-looking school, we ensure that our students are equipped for the modern world by partaking in a number of activities such as career and enterprise opportunities and national/international travel.

The day to day experience at St Ursula's is unique. We place our Ursuline ethos and faith formation at the heart of all that we do and all that we say. Serviam is at the root of everything. We develop students that put their faith into action by being independent leaders, kind, forgiving, generous of spirit and persevering. Students who attend St Ursula's are also part of a national and worldwide network of Ursuline schools. We firmly believe that once an Ursuline, always an Ursuline.

Eltham Hill School

We are a leading school for girls aged 11-16 years with a co-educational Post 16 offering the International Baccalaureate Career Pathway, a wide choice of A Levels and some vocational courses. We have recently received a 'good' grade from Ofsted with 'outstanding' in three categories.

At the heart of our school is our passion for education; our students are encouraged in their learning, challenged to imagine more and given extensive opportunities to develop. The key priorities of extending learning, high standards of achievement and the personal development of our students, drive all that we do. We have placed creativity at the heart of our curriculum offer and deliver an innovative, flexible curriculum for all our students at KS3, which has received wide recognition.

Our vision is the pursuit of Excellence, Happiness and Success.

Excellence

Our young students have an absolute right to achieve their personal best. The key priorities of extending learning, high standards of achievement and the personal development of our students drive all that we do. We are specialists in contemporary girls' education and proud of our 110-year history of educating the woman of tomorrow, alongside our young men.

Happiness

Our behaviour for lifelong learning is excellent and we have strong support systems in place, including a dedicated Safeguarding and Wellbeing Team, Special Educational Needs and Disability Team and a High Achievers Lead Practitioner. We encourage our young people to take every opportunity that supports their development as strong confident and resilient young people i.e. to be 'happy in your own skin'. Our extracurricular programme allows students to explore their strengths as mentors, ambassadors and student leaders as well as pursue a wide range of sports, participate in trips abroad, achieve the Duke of Edinburgh Award, play in one of our school bands (orchestra, jazz or steel pans), perform in the drama club, create in our art and technology clubs and much more.

Success

Dedicated to developing enquiring minds, we teach a broad, academic and challenging curriculum. Students are taught in a variety of setting and groupings, with creativity, problem-solving and enquiry at the heart of their lessons. Our curriculum offer is personalised to the needs of our students at KS4 and supports every student to achieve success. Teamwork is key to our success. If you want to go fast, go alone. If you want to go far, go together.

The John Roan

At The John Roan School we are relentless in our pursuit of excellence.

We aim to ignite ambition in every student through teaching that empowers and inspires; a calm and disruption-free learning environment; and a strong character education programme. We are proud to be ambitious as well as inclusive, setting high expectations of everyone in the school community, providing a learning environment in which students can flourish and achieve success from year 7 right through to year 13.

As part of the United Learning group of schools, we can provide more for both staff and students than any single school could offer alone. Uniquely, our group includes schools in both the public and the private sectors, creating benefits for all the schools involved. Working together, we make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community.

We develop the whole person, not just the mind. Our students have opportunities to lead and to serve their local community. Sports, music and the arts are key components of our curriculum. We are extremely proud to have been awarded the School of Character Kitemark in 2021.

Through the John Roan Foundation, students have access to our extensive playing fields, an outdoor education centre, Scholarship Programme, free music lessons and much more. We enjoy very close community links through our award-winning Parent-Teacher Association, the JRSA.

Our highly skilled inclusion team and designated staff in the Centre for Autism provide personalised learning, training and support where it is needed.

We make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. The best is achieved within a climate of high expectation; As well as academic success, our school also aims to develop character, compassion and service.

Our PRIDE ethos represents what we expect of everyone in our school community.

We are Proud of ourselves and constantly strive to be the best we can be so we can look back on a joyful schooling with wide opportunities which challenged, inspired and excited us.

We are caring and courageous in our Respect of difference and diversity.

We are Involved in school life and contribute positively to society.

We are Determined to try things we cannot do, to persist in the face of difficulty and be resilient in overcoming obstacles.

We aim to be Excellent in all we do.

Our PRIDE ethos is the embodiment of Education With Character and embedded in everything we do here at The John Roan School.

Plumstead Manor

We are exceptionally proud of our high performing school with its extensive personalised curriculum and outstanding pastoral programme.

Judged by Ofsted as a 'good school' in all respects, our goal is to offer a world class education to all our pupils. Our core values of success, harmony, excellence and justice enable us to release the full potential of every young person within the school throughout their 7 year journey with us.

We personalise support for our students, giving each of them access to a broad and balanced curriculum across both academic and vocational pathways, enhanced by a wealth of enrichment opportunities. We have a dedicated team of staff responsible for making sure we stretch and challenge our students from the moment they join us and is the basis on which we open up an extensive range of opportunities for them to learn, grow and succeed.

Likewise, to facilitate and encourage personal development for staff we also offer extensive professional development including ECT programmes, mentoring, and the NPQML and NPQSL as part of a local partnership. These opportunities alongside our supportive and social network instantly welcome staff into our vibrant and diverse community.

Regular curriculum and parent evenings and forums give our parents the opportunity to work in partnership with teachers to support their child's learning and steer the future of the school.

Our excellent facilities include a performing arts theatre complex with music, dance, drama and recording studios and an Olympic standard sports hall. We also have exceptional art, photography and media suites along with a dedicated sixth form centre. All of our buildings have been refurbished and have state of the art ICT equipment.

We are open to students from 8.00am to 5.00pm offering a wide variety of sports, performing arts and special interest clubs and have the highest expectations for academic scholarship, outstanding behaviour and personal development. High quality teaching in a safe and happy environment are our recipe for everyone to flourish and succeed in our highly successful school.

Secondary School Direct Programme 2022 - 2023

Week	Session/ Core Content Framework	Description	Location
06/10/22	Planning a lesson and planning a sequence of lessons	A basic introduction into lesson planning, planning for a SOW and using DIRT. This session will allow you to think about how a teacher plans a sequence of lessons to support good progress over time.	Plumstead Manor Sarah Redway-Handel Initial Teacher Training Coordinator
	Pedagogy & Planning		
	Knowledge & Curriculum		
13/10/22	Top Tips for behaviour for beginner teachers	Behaviour is central to facilitate learning. This session explores tips to support maximum progress in the room. Chris Horden will discuss strategies and answer your questions on how to support behaviour for learning. Some tips include: <ul style="list-style-type: none"> • Positive Correction • Prevention: • Consequences: Repair & Rebuild:	Thomas Tallis School Chris Horden Director for Behaviour
	Positive Relationships		
	Assessment		
20/10/22	AFTERNOON SESSION 1.00 – 3.00	These sessions will introduce trainees to the big picture of current issues and debate in education. She'll talk about the thinking behind the Framework for Ethical leadership, the impact this will have on their training and subsequent careers and the developing work to embed the Framework into the Teacher standards. The sessions will also cover other aspects of school life – curriculum, behaviour and inclusion, for example – as we seek to answer the big question 'What are schools for?' and 'What kind of people are we?'	Thomas Tallis Carolyn Roberts - Chair of the Ethics Committee of the Chartered College of Teaching and was the Chair of the ground-breaking cross-system Ethical Leadership Commission
	Professional Values & Wellbeing		

27/10/22	Engaging Starters and Plenaries	In this session, you will work on the ‘bookends’ of effective lessons. There will be the chance to explore ideas for ‘hooking’ your students and starting lessons effectively, right through to how to assess whether students are leaving the classroom having learnt what you intended them to. Both of these areas overlap with effective AFL, which is covered later in the programme.	Eltham Hill School Lexi Newnham ITT Coordinator
Knowledge & Curriculum			
Pedagogy & Planning			
03/11/22	The role of the form tutor	The role of the form tutor is an essential part of the pastoral system within all schools. Form Tutors are the main point of contact for any student. ... Guiding and advising students and parents on dealing with day to day issues and concerns. Promoting a positive ethos for their house and fulfilling the expectations set by the house mission statement.	Thomas Tallis School Abigail Cook Second in charge of Guidance
Positive Relationships			
Professional Values & Wellbeing			
10/11/22	Marking strategies (including data)	Marking and feedback form a crucial part of every teacher’s daily routine, but it is also a challenge to build into our timetables and use effectively. This session will look at a range of effective strategies to manage and make marking effective. We will also look at how and why data can be useful and inform our teaching.	Plumstead Manor Sarah Redway-Handel Initial Teacher Training Coordinator
Knowledge & Curriculum			
Assessment			
17/11/22	Questioning and Positive Framing in the classroom	In this session we will be looking at different ways to use questioning in the classroom. It will also allow to think about how we can use positive framing to motivate and inspire students in the classroom	The John Roan School Alex Howard Lead Practitioner in Maths
Knowledge & Curriculum			
Assessment			

24/11/22	Applying for jobs and interview tips.	As placement one comes to an end job hunting starts to become a priority. This session is based around top tips for interviews and the application process.	Thomas Tallis School Shona Elliott Director of Initial Teacher Training
Professional Values & Wellbeing			
01/12/22	Managing Behaviour and Learning	Enabling you to understand the difference between Behaviour Management and Behaviour for Learning. Identifying key behavioural strategies for a positive learning environment. Analysing typical behavioural issues and considering actions and strategies to limit the impact on learning.	St Ursula's Gill Stewart ITT Coordinator
Positive Relationships			
Assessment			
08/12/22	Assessment for Learning	In this session, we will be learning about different strategies for assessing the learning in lessons. There will be opportunities for you to work as a group and you will receive a resource pack to show you a range of strategies to use in your classrooms.	Eltham Hill Lexi Newnham ITT Coordinator
Knowledge & Curriculum			
Assessment			
19/01/23	Creating an Inclusive classroom	Creating a classroom that is inclusive requires a teacher to be aware of the needs of their pupils in the classroom. Adaptive teaching is a strategy that supports and ensure that needs of pupils are met in the classroom. In the session: The Inclusive Classroom, the focus will be to look at how adaptive teaching can be used to support students who have SEN, such as students with SEMH, ASD, ADHD and sensory impairments	Thomas Tallis School Jo Cameron Director of DSC/SENDSCO
Knowledge & Curriculum			
Inclusive Teaching			

26/01/23	Differentiation	In this session, we look at the pedagogy underpinning effective differentiation. You will get the opportunity to look at a variety of strategies and then have some time to reflect on how you can implement these into lessons of your own.	Eltham Hill Lexi Newnham ITT Coordinator
Knowledge & Curriculum			
Inclusive Teaching			
Pedagogy & Planning			
02/02/23	Racial Diversification and Equality through Unbiased Pedagogy	This session we will discuss the meaning of equality and diversity and the fundamental principles that schools should follow in their pursuit of multiculturalism and understanding in the classroom.	Thomas Tallis School Stephanie Shaldas Deputy Headteacher
Positive Relationships			
Inclusive Teaching			
09/02/23	Creating a presence in the classroom	“Presence in the classroom is that special something that makes the best teachers” Having a presence in the classroom is when a teacher is able to stand centered, confident and certain so they can create and generate an ambience of safety, set boundaries and are mindful.	John Roan Alex Howard Lead Practitioner in Maths
Positive Relationships			
Professional Values & Wellbeing			

23/02/23	Cross Curricular Themes and Pastoral Responsibilities	This session looks at the statutory Relationships and Sex Education and Health Education and other requirements associated with student development and well-being across the curriculum, such as Citizenship, Fundamental British Values and Careers Advice and Guidance.	Thomas Tallis School Michelle Springer Director of Guidance
Positive Relationships			
Professional Values & Wellbeing			
02/03/23	Group Talk	To understand dialogic teaching and how it can be used effectively within the classroom to promote learning. To explore dialogic teaching methods that can be used within your classroom	St Ursula's Lucy Dias Head of English
Pedagogy & Planning			
Knowledge & Curriculum			
09/03/23	More Able Learners and strategies to support challenge in the classroom.	In this session we will discuss what makes a student an exceptional learner, how to meet the needs of exceptional learners and what challenge looks like in the classroom.	Thomas Tallis School Sophie Thorpe, Megi Neza Lead Teachers for MAL
Knowledge & Curriculum			
Pedagogy & Planning			

16/03/23	Using data to support student achievement	This session will look at how teachers should use classroom data to support student progress in the classroom.	Thomas Tallis School
Assessment			Heather Odd Director of KS4 Achievement
Knowledge & Curriculum			
Pedagogy & Planning			
23/03/23	Metacognition and Cognitive Learning	To consider how Cognitive Load Theory can be used in the classroom to maximize effective learning. To think about how increasing desirable difficulties can increase long term memory and develop students schemata.	St Ursula's
Inclusive Teaching	S2		Mhairi Kerr Assistant Head
	S3		
	S4		
Pedagogy & Planning	S8		
20/04/23	Literacy across the Curriculum	A session supporting the planning and development of literacy and how we can develop use of literacy within our individual subject areas. Visiting the school library to meet the librarians and discuss the use of the library as a means to support your class teaching.	Plumstead Manor
Pedagogy & Planning			Claire Taeger, Lead Practitioner for English.
Knowledge & Curriculum			

27/04/23	Post 16 Pastoral and Pedagogy	The session will cover the advantages and disadvantages to teaching KS5. Looking at how the admission process works, the world of guidance and how we advise students at KS4 for the transition into KS5. The session will also look at how we work with parents, careers, external agencies, staff and students to raise achievement of students at KS4.	Thomas Tallis Louise Astill Head of Sixth Form Head of Yr. 12, Admissions and Transitions
Positive Relationships			
Professional Values & Wellbeing			
Knowledge & Curriculum			
Pedagogy & Planning			
04/05/23	LGBT/Mental Health	Within this session, we will be looking at intersectionality that we find within our classroom. While all aspects of the Equality Act 2010 Protected Characteristics will be discussed, there will be a particular focus on areas not seen in SIMS and supporting students with their mental health.	Eltham Hill Allison Zionts Lead Practitioner
Positive Relationships			
Inclusive Teaching			
Professional Values & Wellbeing			

11/05/23	Inclusion in the classroom	This session will explore what inclusion means in schools and strategies to incorporate within the classroom.	Thomas Tallis School Lucy Pollitt Director of Inclusion
Inclusive Teaching			
Pedagogy & Planning			
18/05/23	EAL	In this session English as an additional language is defined. The session will recommend strategies and resources for teachers to use in class and share good EAL practice.	Plumstead Manor School Anwar Khan Head of EAL
Inclusive Teaching			
Pedagogy & Planning			
25/05/22	Early Career Framework explained		Thomas Tallis School Zahra Shaikh – Head of ECT
Professional Values & Wellbeing			
25/05/22	AFTERNOON SESSION 1.00-3.00	These sessions will introduce trainees to the big picture of current issues and debate in education. She'll talk about the thinking behind the Framework for Ethical leadership, the impact this will have on their training and subsequent careers and the developing work to embed the Framework into the Teacher standards. The sessions will also cover other aspects of school life – curriculum, behaviour and inclusion, for example – as we seek to answer the big question 'What are schools for?' and 'What kind of people are we?'	Thomas Tallis Carolyn Roberts - Chair of the Ethics Committee of the Chartered College of Teaching and was the Chair of the ground-breaking cross-system Ethical Leadership Commission
Professional Values & Wellbeing			

Our Universities

Goldsmiths, University of London

Goldsmiths work in close collaboration with a range of partner schools across London, in both teacher training and research.

Goldsmiths programmes have a strong emphasis on active learning, creativity, inclusion, and languages, and graduates benefit from excellent employment opportunities. We have internationally-recognised professors in our Educational Studies Department, including Michael Rosen.

CHILDCARE

Goldsmiths have a 23-place nursery for children aged between 3 months and 5 years. All staff are highly qualified and/or extremely experienced in early years practice. The nursery is open for most of the year, closing for two weeks over Christmas and Easter, and for three weeks in August. However, students may find it easier to use nursery provision closer to their homes/placement schools.

DISABILITY

Goldsmiths has a dedicated Disability Team, which is part of Student Services. The team is responsible for the co-ordination of support for current and prospective disabled students. The University is committed to supporting students, and will make reasonable adjustments to allow you to concentrate on your academic studies and support your independence. The campus is accessible to students with limited mobility.



University of Greenwich

University of Greenwich Initial Teacher Education programmes equip students with the skills, knowledge and understanding to enter the profession with enthusiasm and confidence and the ability to motivate and inspire young learners.

The University of Greenwich has a long history of teacher training, going back over 100 years at the Avery Hill Campus where there are very good facilities for training teachers in a wide range of subject disciplines. The University's lecturers are all experienced classroom practitioners with an enviable record of success in teacher training. They are also committed to research and scholarship in the field of education.

Disability

We welcome applications from disabled people and are committed to helping disabled students succeed. The University's Disability & Dyslexia Centre can provide assistance at any stage in your application process and at any point in your studies. Advice and guidance is based on your individual requirements, and includes support for students with mental health needs and long-term medical conditions.

Where to find us

Most University based teaching takes place at the Avery Hill Campus, which is set in pleasant parkland in south-east London. Avery Hill has convenient transport links to our other campuses and to Kent and central London. The closest stations are New Eltham and Falconwood, located in Zone 4. At peak times the university operates a shuttle bus service from Falconwood. Southeastern provide direct train services from Charing Cross, Cannon Street, Waterloo East and London Bridge to Eltham, Falconwood and New Eltham.



Goldsmiths Primary PGCE School Direct Calendar 2022-23

Goldsmiths PGCE: School Direct Calendar 2022-23					
Date	Monday	Tuesday	Wednesday	Thursday	Friday
05/09/2022	GS	GS	GS	GS	GS
12/09/2022	School	School	School	School	School
19/09/2022	School	School	School	School	School
26/09/2022	School	School	School	School	School
03/10/2022	School	School	School	School	School
10/10/2022	GS	GS	GS	GS	GS
17/10/2022	GS	GS	GS	GS	GS
24/10/2022	Half Term				
31/10/2022	School	School	School	School	GS
07/11/2022	School	School	School	School	GS
14/11/2022	School	School	School	School	GS
22/11/2022	School	School	School	School	GS
28/11/2022	School	School	School	School	GS
05/12/2022	School	School	School	School	GS
12/12/2022	School (T)	School (T)	GS	School (T)	School (T)
19/12/2022	Christmas				
26/12/2022	Christmas				
02/01/2023		School (AP)	School (AP)	School (AP)	School (AP)
09/01/2023	School (AP)	School (AP)	School (AP)	School (AP)	School (AP)
16/01/2023	School (AP)	School (AP)	GS	School (AP)	School (AP)
23/01/2023	School (AP)	School (AP)	School (AP)	School (AP)	School (AP)
30/01/2023	School (AP)	School (AP)	School (AP)	School (AP)	School (AP)
06/02/2023	GS	GS	GS	GS	GS
13/02/2023	Half term				
20/02/2023	GS	GS	GS	GS	GS
27/02/2023	School (AP)	School (AP)	School (AP)	School (AP)	School (AP)
06/03/2023	School (AP)	School (AP)	School (AP)	School (AP)	School (AP)
13/03/2023	School (AP)	School (AP)	School (AP)	School (AP)	School (AP)
20/03/2023	School (AP)	School (AP)	School (AP)	School (AP)	School (AP)
27/03/2023	GS	GS	GS	GS	GS
03/04/2023	Easter				
10/04/2023	Easter				
17/04/2023	School	School	School	School	School
24/04/2023	School	School	School	School	School
01/05/2023	BH	School	School	School	School
08/05/2023	School	School	School	School	School
15/05/2023	School	School	School	School	School
22/05/2023	School	School	School	School	School
29/05/2023	Half term				
05/06/2023	School	School	School	School	School
12/06/2023	School	School	School	School	School
19/06/2023	School	School	School	School	School
26/06/2023	GS	GS	GS	GS	GS

Key: **GS** – Goldsmiths **School**- School Experience **School (T)**- Student in school but may need to be available for an online tutorial during this time **School (AP)**- Alternative Placement

Goldsmiths Secondary PGCE School Direct Calendar 2022-23

week	date	Mon		Tue		Weds		Thurs		Fri	
4	05/09/2022					PS Online				SPIRE online	
5	12/09/2022	SS	SS	PS/SS	PS/SS	SPIRE	SPIRE	SS	SS	PS/SS	SS
6	19/09/2022	SS	SS	PS/SS	PS/SS	SPIRE	SPIRE	SS	SS	PS/SS	SS
7	26/09/2022	SS	SS	PS/SS	PS/SS	SPIRE	SPIRE	SS	SS	PS/SS	SS
8	03/10/2022	SS	SS	PS/SS	PS/SS	school		school		school	
9	10/10/2022	SS	SS	PS/SS	PS/SS	SPIRE	SPIRE	school		school	
10	17/10/2022	school		school		school		school		school	
11	24/10/2022	Half Term									
12	31/10/2022	school		school		school		school		SS	SS
13	07/11/2022	school		school		school		school		SPIRE tutorials	SPIRE tutorials
14	14/11/2022	school		school		school		school		SS	SS
15	21/11/2022	school		school		school		school		SS	SS
16	28/11/2022	school		school		school		school		SS	SS
17	05/12/2022	school		school		school		school		SS	SS
18	12/12/2022	school		school		school		school		school	
19	19/12/2022	school		school		Christmas					
20	27/12/2022	Christmas									
21	02/01/2023			SS	SS	SS	SS	school		SS	SS
22	09/01/2023	school		school		school		school		SS	SS
23	16/01/2023	school		school		school		school		SS	SS
24	23/01/2023	school		school		school		school		SS	SS
25	30/01/2023	school		school		school		school		SS	SS
26	06/02/2023	SS	SS	SS	SS	SS	SS	SS	SS	School	
27	13/02/2023	Half term									
28	20/02/2023	school		school		school		school		school	
29	27/02/2023	school		school		school		school		school	
30	06/03/2023	school		school		school		school		school	
31	13/03/2023	school		school		school		school		school	
32	20/03/2023	school		school		school		school		school	
33	27/03/2023	school		school		school		school		school	
34	03/04/2023	Easter									
35	10/04/2023	Easter									
36	17/04/2023	school		school		school		school		school	
37	24/04/2023	school		school		school		school		school	
38	01/05/2023	BH		school		school		school		school	
39	08/05/2023	school		school		school		school		school	
40	15/05/2023	school		school		school		school		school	
41	22/05/2023	school		school		school		school		school	
42	29/05/2023	Half term									
43	05/06/2023	school		school		school		school		school	
44	12/06/2023	school		school		school		school		school	
45	19/06/2023	Transition day		SS	SS	SS	SS	SPIRE	SS	SS	SS

Greenwich Secondary PGCE School Direct Calendar 2022-23

		Notes & Comments	Monday	Tuesday	Wednesday	Thursday	Friday	Uni days	School days	InPlace [formal observation to be uploaded weekly]
0	Mon 5 Sept 2022	Induction Safeguarding 1 - online	Induction	Induction	S	S	S	5	0	
1	Mon 12 Sept 2022	Initial needs analysis meeting (Progress review 1)	S	S	S	P	P	5	0	
2	Mon 19 Sept 2022	OAA- PE	S	S	S	S	S	5	0	
3	Mon 26 Sept 2022		S	S	SE (I)	SE	SE	2	3	
4	Mon 3 Oct 2022		P	SE	SE	SE	SE	1	4	Trainee: Progress Check 1
5	Mon 10 Oct 2022	Assignment 1 literature review due: 10/10/22; 11.30pm	S	SE	SE	SE	SE	1	4	Mentor: Progress meeting 1
6	Mon 17 Oct 2022		P	SE	SE	SE	SE	1	4	Trainee: Progress Check 2 Report: A: early placement report
7	Mon 24 Oct 2022	If half term is 2 weeks - organise primary school placement where possible	S	S	S	R	R	5	0	
8	Mon 31 Oct 2022	Placement A early assessment point due 4/11/22	S	SE	SE	SE	SE	1	4	Mentor: Progress meeting 2
9	Mon 7 Nov 2022		S	SE	SE	SE	SE	1	4	Trainee: Progress check 3
10	Mon 14 Nov 2022	SKP Assign 1 due 20/11/22 11.30pm; post date 9/12/22	P Safeguarding level 2	SE	SE	SE	SE	1	4	Mentor: Progress meeting 3
11	Mon 21 Nov 2022		SE	SE	SE	SE	SE	0	5	Trainee: Progress check 4
12	Mon 28 Nov 2022	Reflection on development as a teacher 1 - due 3/12/22 11.30pm; postdate 9/1/23	SE	SE	SE	SE	SE	0	5	Mentor: Progress meeting 4
13	Mon 5 Dec 2022	Report A due 11/12/22	SE	SE	SE	SE	SE	0	5	Trainee: Progress check 5 Report: A placement final report
14	Mon 12 Dec 2022		SE	SE	SE	SE	SE	0	5	
15	Mon 19 Dec 2022	Christmas Uni closure dates 23 Dec 2022, 5pm until 3 rd Jan 2023	Xmas					0	0	
16	Mon 26 Dec 2022							0	0	
17	Mon 2 Jan 2023	Progress Review 2	BH	S	S	P	S	5	0	
18	Mon 9 Jan 2023	Induction	P	S	S	SE (I)	SE	3	2	
19	Mon 16 Jan 2023		S	SE	SE	SE	SE	1	4	Trainee: progress check 1
20	Mon 23 Jan 2023		P	SE	SE	SE	SE	1	4	Mentor: progress meeting 1
21	Mon 30 Jan 2023		S	SE	SE	SE	SE	1	4	Trainee: Progress check 2
22	Mon 6 Feb 2023	Placement B1 early report due 10/2/23; Friday 10th February from 1-4 next year- Careers Fair. PS formative assessment 14/2/23	P	SE	SE	SE	S/SE 1-4pm - Careers Fair	1	4	Mentor: progress meeting 2 Report: B1: early placement report
23	Mon 13 Feb 2023	Half term	R	R	S	S	S	5	0	
24	Mon 20 Feb 2023		S	SE	SE	SE	SE	1	4	Trainee: progress check 3
25	Mon 27 Feb 2023	SKP Assign 2 due 5/3/23, 11.30pm; postdate 26/3/23	P	SE	SE	SE	SE	1	4	Mentor: progress meeting 3
26	Mon 6 Mar 2023		S	SE	SE	SE	SE	1	4	Trainee: progress check 4
27	Mon 13 Mar 2023		P	SE	SE	SE	SE	1	4	Mentor: progress meeting 4
28	Mon 20 Mar 2023	Reflection on development as a teacher 2 - due 26/3/23 11.30pm; postdate 15/4/23	SE	SE	SE	SE	SE	0	5	Trainee: progress check 5
29	Mon 27 Mar 2023	B1 report due 2/4/23	SE	SE	SE	SE	SE	0	5	Mentor: progress meeting 6 Report: B1 final report
30	Mon 3 Apr 2023	Easter hol 4-15 th April	Easter							
31	Mon 10 Apr 2023									
32	Mon 17 Apr 2023	Progress Review 3	S	S	S	P Safeguarding level 3	S	5	0	
33	Mon 24 Apr 2023		SE	SE	SE	SE	SE	0	5	Trainee: progress check 7
34	Mon 1 May 2023	PS assignment due 7/5/23; postdate 1/6/23	BH	SE	SE	SE	SE	0	4	Mentor: progress meeting 7
35	Mon 8 May 2023		SE	SE	SE	SE	SE	0	5	Trainee: progress check 8
36	Mon 15 May 2023		SE	SE	SE	SE	SE	0	5	Mentor: progress meeting 8 Report: B2 interim report
37	Mon 22 May 2023	Reflection on development as a teacher 3 - due 28/5/23 11.30pm; postdate 18/6/23	SE	SE	SE	SE	SE	0	5	Trainee: progress check 9
38	Mon 29 May 2023	Half term	BH	S	P	S	S	4	0	
39	Mon 5 Jun 2023		SE	SE	SE	SE	SE	0	5	Mentor: progress meeting 9
40	Mon 12 Jun 2023	B2 report due on 16/6/23	SE	SE	SE	SE	SE	0	5	Trainee: progress meeting 10 Report: B2 Final report
41	Mon 19 Jun 2023	Final progress review meeting - complete NQT transition document	sign off							
42	Mon 26 June 2023						Total	62	125	
43	Mon 3 July 2023					PAB				
44	Mon 10 July 2023									
45	Mon 17 Jul 2023	Resit deadline Friday 21 July 2023;					Resit Deadline			

Key

S	Subject day at university
P	Professional studies day
SE	School experience (placement)
R	Reading Day

Reflection on development as a teacher is the reflective writing based on the evidence bundle

Your Training Year 2022 - 2023

Thursday 1st September - Friday 21st October 2022

Half Term

Monday 31st October – Friday 16th December 2022

Christmas Holidays

Tuesday 3rd January - Friday 10th February 2023

Half Term

Monday 20th February to Friday 31st March 2023

Easter Holidays

Monday 17th April - Friday 26th May 2023

Half Term

Monday 5th June – Friday 21st July 2023

'I found these half day sessions to be brilliant as it gave me the opportunity to observe other teachers at work ... and it also gave me a chance to get to form professional relationships which I hope I will be able to continue in my future career'

A School Direct student

The Primary School Hub

Alderwood Primary School

Rainham Close
Eltham
London
SE9 2JH
Tel: 020 8850 6841

Cardwell Primary School

Frances Street
Woolwich
London
SE18 5LP
Tel: 0208 854 1051

Deansfield Primary School

Dairsie Road
Eltham
London
SE9 1XP
Tel: 020 8850 1218

Eglinton Primary School and Early Years Centre

Paget Rise
London
SE18 3PY
Tel: 020 8854 6917

Halstow Primary School

Halstow Road
Greenwich
London
SE10 0LD
Tel: 020 8858 2767

Heronsgate Primary School

Thamesmead Campus
Whinchat Road
London
SE28 0EA
Tel: 020 8317 0809

Horn Park Primary School

Alnwick Road
Lee
London
SE12 9BT
Tel: 020 8857 5003

Invicta Primary School

Blackheath Site:
Invicta Primary School & Children's Centre
Invicta Road
London
SE3 7HE
Tel: 020 8858 3831

Mulgrave Primary School

Rectory Place,
London,
Woolwich,
SE18 5DL
Tel: 020 8317 9211

Sherington Primary School

Wyndcliff Road
Charlton
London
SE7 7JP
Tel: 020 8858 5497

South Rise Primary School

Brewery Road
Plumstead
London
SE18 7PX
Tel: 020 8855 1050

Willow Dene School

Swingate Lane
Plumstead
London
SE18 2JD

Oakmere Road
Abbey Wood
SE1 0XX

Tel: 020 8854 9841

Wingfield Primary School

Moorehead Way
Kidbrooke
London
SE3 9XU
Tel: 020 8856 5298

The Secondary School Hub

Thomas Tallis School

Kidbrooke Park Rd
London
SE3 9PX

Plumstead Manor

Old Mill Road
London
SE18 1QF

The John Roan

Maze Hill
London
SE3 7UD

Eltham Hill School

Eltham Hill
London
SE9 5EE

St Ursulas's

Crooms Hill
SE10 8HN

