Learning to teach at the University of Sussex

The University of Sussex has a long history of innovation: 40 years ago we pioneered the model of school-based teacher training which has been adopted by all training institutions in England. The Sussex Consortium for Teacher Education and Research — formed by local schools and the University in which all are equal partners in training teachers — is a long established relationship. It ensures that our students receive unparalleled support – both from their placement schools and from experienced teachers or ‘mentors’ who provide models of good practice.

We continually seek to build on our reputation for creativity in Initial Teacher Education (ITE). Developments in the last few years include:

• a unique final assessment mode based on a Viva model, enabling the demonstration of intellectual engagement and professionalism through a professional ‘conversation’ with tutors
• developing our trainees’ skills as reflective practitioners
• the innovative use of video technologies to support and enhance learning (pioneered in PGCE Science)
• a particular focus and enhanced training on behaviour for learning, including high quality inputs from national experts
• a Special Educational Needs (SEND) strand offering an optional additional training opportunities and a bespoke placement with local special school partners for trainees interested in working in SEND environment.
• the development and use of ePortfolio
• an integrated ITE course enabling both PGCE and School Direct trainees to be offered the same training opportunities, including access to a PGCE award
• a clear and inclusive progression route for all our trainees to gain a Master of Education (MEd) award.

Within Initial Teacher Education, seven current members of our teaching faculty are holders of University Teaching Awards, with one having also been awarded a Higher Education Academy National Teaching Fellowship. For world class research we were placed joint sixth nationally in the 2008 Research Assessment Exercise (RAE).

We offer three main routes into teaching for graduates: The Postgraduate Certificate in Education (PGCE), the School Direct (Training) Programme and the School Direct (Salaried) Programme. The PGCE and School Direct (Training) Programme are designed for those who want full time, comprehensive training divided between school and university, resulting in a professional qualification. The School Direct (Salaried) Programme is an employment-based route available

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to high-quality graduates with at least three years’ work experience who will earn a salary whilst they train.

At Sussex, all three routes lead to Qualified Teacher Status (QTS) and offer Masters level credits – up to 90 for PGCE and School Direct (Training) (equivalent to half an MEd) and 60 for School Direct (Salaried) trainees wishing to opt in to a PGCE Pedagogy and Practice (PP) qualification alongside Qualified Teacher Status (QTS).

Our Secondary courses give access to school placements where you will train to teach across Key stages 3 and 4 (11-16), with some further enhanced training opportunities at post-16. Our Primary courses train you to teach within the KS1 and 2 age range (5-11) with some enhancement opportunities in Early Years.

All teacher trainees have access to the University’s excellent library and computing facilities. Registration with the University’s Computing Service enables access to all campus computers, email and internet facilities.

Our Friday taught course features both a comprehensive Curriculum Studies Module focussing on the pedagogy of teaching the specialist subject and a shorter Professional Studies Module engaging trainees with wider aspects of learning and teaching. Integral to your development as a teacher is an understanding of how children grow, develop and learn, and the Sussex programme brings education theory and practice together encouraging you to critically reflect on approaches to learning and behaviour. In-house expert Professor Robin Banerjee, a renowned educational psychologist, delivers a short course on child psychology. Internationally recognised and gifted external speakers are also used to enhance training. Multi award-winning consultant, Paul Dix, lectures on essential behaviour management strategies, and International Education Trainer, Paul Ginnis, delivers a workshop on creative and innovative teaching methodologies. In addition, we offer an additional specialist training strand in Special Educational Needs (SEND) for those interested in SEN teaching and learning.

General entry requirements

PGCE and School Direct:
- a relevant first degree from a UK Higher Education institution (or equivalent) and enthusiasm for your chosen subject
- English and mathematics GCSE at grade C or above (or equivalent)
- effective communication skills
- experience with young people or schools – our partnership expectation is 2 days prior to interview and a further 8 days before beginning the course, although many successful candidates have significantly more
- for training in primary or middle school you must also have a GCSE grade C or above in a science subject
- you must not be excluded from working with children as a result of a criminal record or any other reason
- you should have an awareness of current educational developments, initiative, flexibility and responsiveness to change, a sense of responsibility, strong organisational skills and the ability to work as part of a team
- you will need to pass the literacy and mathematics Skills Tests before the start of the course.

Disabilities
We welcome applications from students with disabilities. As school buildings differ in their accessibility – for instance, some are on steep gradients and the access routes long – we advise that you contact the University’s Student Support Unit before applying to find out what facilities are available on campus.

‘Here at Sussex you will find a stimulating and rich environment to learn in. You will be a member of a vibrant learning community where you can attend to your own learning about learning and teaching, as well as learning from the strong tradition of national and international research at Sussex. You will be surrounded by people like myself who have been involved in teaching, research and who value highly the development of teachers.’

Professor Colleen McLaughlin
Head of Department of Education
## ITE routes

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English ITE – Secondary PGCE and School Direct

At the heart of this course is a belief in the importance of reading. The course will enable you to develop the reading abilities of your students, drawing connections between your knowledge and love of literature and the comprehension strategies and reading of challenging texts that will enable students to become enthusiastic, engaged readers.

You will also develop your ability to use creative and structured approaches to the teaching of writing. Underpinning all learning in English is our emphasis on the importance of students using exploratory talk with teachers and peers to develop their thinking. Therefore, you will experience the value of talk in seminars that combine presentations with stimulating activities, enabling you to link research-based evidence on English to your practice in the classroom.

There is a stimulating curriculum programme from expert practitioners (examiners, outstanding teachers, researchers) that will enrich your experience of being an English teacher. You will be able to follow your own particular interests, or develop new passions for aspects of English teaching with an overarching focus on excellence in the classroom. This is supported by curriculum sessions in schools with particular specialisms, such as teaching English language, media, drama and supporting diversity. You will also experience trips to the British Library, the Globe and a London school, identified as outstanding for its success in Closing the Gap and enabling all to achieve excellence.

The university based tutors are all engaged in their own research and you will benefit from expert subject knowledge in a variety of fields of English. You will also complete assignments which will inform your teaching and contribute to gaining Masters level credits. Achievement rates in English are very high with all graduates of the last three years gaining employment by the end of the course – many in the local area. We also have a large number of teachers returning to complete their Masters, developing their practice by conducting school research. With us, you will become part of a dynamic community of English specialists, working alongside passionate, experienced teachers, and tutors, who will support you in becoming an expert English teacher.

Additional entry requirements

• a strong knowledge and understanding of English literature and language, and a sound awareness of how the subject is currently taught within Secondary state schools
• a good honours degree (usually upper second class) in English. For English-related degrees (e.g. Classics, Linguistics) candidates need to demonstrate that they have excellent subject knowledge of English literature to degree standard. Those without an English degree are likely to need to undertake a Masters degree in English, or enhance their English subject knowledge via relevant degree modules before applying
• school-based observation of English teaching is highly recommended. The partnership expects a minimum of two days’ observation prior to application, plus another eight days’ before the course begins.

What our students say

‘Curriculum tutors for English are excellent...totally supportive, knowledgeable about the subject and teaching and learning, always approachable and the quality of feedback they provide is outstanding.’

English student
Drama ITE – Secondary PGCE and School Direct

Drama offers school pupils the opportunity to enrich their lives and communities, explore complex issues and emotions, and build their self-confidence and practical skills. Whether at Key Stage 3, GCSE or A level, Drama nourishes pupils, gives them a wide range of experience from working in groups, and makes them use their imagination to acquire technical and design expertise. Cross-curricular opportunities also enable the transferral of skills.

Teacher trainees studying on the Secondary Drama ITE course are engaged in teaching one of the most rewarding subjects in the school curriculum. You will learn to be a drama teacher through a combination of weekly taught sessions on Fridays at the University and school-led professional development and classroom practice for four days a week. Whilst on the course you will be supported by highly qualified and experienced drama practitioners, both in the university and school-based elements of the course. You will develop your understanding of the place of Drama within Secondary education, and learn a range of strategies for teaching this exciting subject. Beyond the classroom, you will engage in the broader role and position of Drama in school life, supporting – and sometimes leading – performances and productions. Our partnership believes that Drama should be an inclusive experience for everyone. Distinctive features of our course include the inspiring inputs offered by partnership school practitioners as part of the Friday taught course, as well as teaching labs where cohorts can stretch and challenge each other in practice-based workshops.

Additional entry requirements:

- a strong knowledge and understanding of Drama and performance, and an awareness of how the subject is currently taught within Secondary state schools
- a good honours degree in Drama or a performance-related degree (or equivalent qualification). Candidates are occasionally considered with a degree other than in Drama if they have significant theatre or performance vocational experience
- relevant, school-based observation in Drama classrooms: the partnership expects a minimum of two days’ observation prior to application, plus an another eight days’ before the course begins.

History ITE – Secondary PGCE and School Direct

History matters. It fosters curiosity and enquiry, reveals the nature of identities and communities and allows pupils to place their world in a local, national and global context. As a school subject, it continues to stand out as one of the most popular and successfully taught subjects across the curriculum.

The History PGCE teaches you how to engage, enthuse and enlighten school pupils about their understanding of the past. Curriculum sessions provide carefully structured, professional learning opportunities which enable you to critically and effectively progress in planning, teaching and assessing successful school History. Building on good practice in partnership schools, you are encouraged to take an active role in your professional learning by considering how pupils make sense of the past, from Key Stage 3 to A level. The nature of significance, the challenge of enquiry and the characteristics of historical interpretations are all considered, alongside conceptions of chronology, change and continuity and causation. Interactive seminars and workshops – including theoretical presentations, group work, role play and peer teaching – provide an environment to experiment with different teaching and learning approaches. Sessions draw upon the expertise of local and national experts,

‘The curriculum programme at Sussex prepares students very effectively. They have a thorough understanding of pedagogy and an awareness of the most up-to-date research in teaching. We have employed a number of teachers who trained at Beacon and will continue to do so.’

Peter Swan
Principal, Beacon Community College, Crowborough, East Sussex
Geography

offering perspectives and strategies on a range of different issues from accessing the original historical sources of the Imperial War Museum and the National Archives, to engaging pupils in the sensitive, controversial and emotive histories of slavery and the Holocaust.

Additional entry requirements:
• a strong knowledge and understanding of History and a sound awareness of how History is currently taught within secondary schools
• a good honours degree (normally upper second-class) in History – or the ability to demonstrate that at least half your degree was History focused
• relevant work experience or school-based observation is recommended.

Geography ITE – Secondary PGCE and School Direct

We believe that Geography helps young people make sense of the world: from the fascinating and terrible power of earth-shaping forces, to the contemporary challenges of climate change, food security and energy choices, Geography provides the knowledge, understanding and skills to help pupils navigate their future.

The importance of the subject is recognised by its inclusion in the English Baccalaureate, and its popularity evidenced by a continuing rise in Geography exam entries. Here at Sussex, our approach to the subject roots Geography education in real-world enquiry, decision-making and a commitment to out-of-classroom learning through which young people can become more aware of their place within their local, as well as their global, community.

The Sussex Geography ITE course is designed to produce creative and inspiring, as well as highly skilled and rigorous, Geography teachers. The course will introduce you to a range of teaching and learning strategies, including the use of data handling (cartographic, numerical, visual, digital) and analytical skills which help to make Geography students the most employable graduates (Higher Education Careers Service Unit, May 2013).

You will learn to be a Geography teacher through a combination of weekly taught sessions on Fridays at the University, and school-led professional development and classroom practice. The taught course draws on local and national expertise and gives opportunities for sharing experiences and classroom resources. The lectures, seminars and workshops involve presentations, group work, role play, classroom modelling and peer teaching in which you will explore ideas and approaches and reflect on your own experiences. Some sessions will also be taught within partner schools and other off-campus locations. Fieldwork is an important part of this course, including a residential weekend which trainees are expected to participate in.
Music ITE – Secondary PGCE and School Direct

It is an exciting time for Music education with many new initiatives and a Music curriculum which recognises the importance of Music in the lives of young people and emphasises creativity and innovation. Throughout the Music ITE course, you will be encouraged to consider your pivotal role as a musician in bringing together music from both in and out of the school environment, helping young people to make sense of their learning and nurturing their development.

Having an identity as a ‘musician in the classroom’ and the ability to facilitate creative music making are fundamental attributes of a successful Music teacher. You will build on your existing skills as a musician and develop your subject knowledge in previously unfamiliar areas – whether your background is traditional western classical, popular music, world music or music technology. You should be open to new styles and genres and prepared to broaden your musical horizons. The Music ITE course is highly interactive and delivered through seminars, discussions, tutorials and practical workshops, such as singing, improvising, composing and world music. Imaginatively run seminar groups and workshops, often led by visiting specialists, develop your confidence and expertise in areas, such as approaches to GCSE and AS/A level, creative teaching and learning strategies and directing extra-curricular musical activities. In addition, a number of curriculum days are spent embedded in a local school music department, enabling observation of excellent practice and opportunities to try out different approaches and technologies.

Using music technology is a particular course strength at Sussex where we encourage ‘hands on’ sessions to develop your skills and consider how it can effectively be applied in the classroom. The Music PGCE Course Leader was awarded a National Teaching Fellowship by the Higher Education Academy in 2005.

**Additional entry requirements:**
- a strong knowledge and understanding of Music, and an awareness of how the subject is currently taught within Secondary state schools
- that you are an active practicing musician
- an honours degree in Music or Music Technology. You may be considered if you have a degree in a subject other than one that is Music-related, but you would need to demonstrate a good understanding of music theory and music history and your musicianship. You must also have at least an A level (or equivalent qualification) in Music.
- school-based observation of Music teaching is highly recommended. The partnership expects a minimum of two days’ observation prior to application, plus another eight days’ before the course begins.

Modern Foreign Languages

Modern Foreign Languages (MFL) ITE – Secondary PGCE and School Direct

Learning languages is now more important than ever for students in UK schools. At Sussex, we are looking for trainees with energy and creativity to share their enthusiasm for languages with young learners, using the huge range of authentic resources now available.

Your school-based training will be undertaken by mentors in our partnership schools who are experienced modern foreign language (MFL) teachers. Previous trainees have commented on the excellent support for the school-based aspects of the course provided by them.

We also work with Languages South East and with the local branch of the Association for Language Learning on new initiatives to extend the opportunities we offer our trainees to develop their skills.

The Curriculum Studies module enables hands-on experience of a wide range of teaching approaches, including the use of technology and the opportunity to experiment in a supportive environment.

Strengths in our provision include relevant and stimulating resources and tutorial support, enabling you to

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‘I found the academic environment to be very stimulating. It allowed us to review, research and understand a variety of current classroom pedagogies related to our subject.’

Dan Godsmark
Teaching Music at Angmering School, West Sussex
develop the confidence, specialist skills, knowledge and understanding to teach MFL effectively up to GCSE and A level.

What our students say
‘... prepares you to be an excellent beginning teacher and provides you with the skills, knowledge and understanding to become confident in your role...’
Modern Foreign Languages student

‘It was hard work but provided a great sense of success and achievement at the end! The PGCE provided me with a good background and totally prepared me for work in the classroom.’
Modern Foreign Languages student

‘This has been a very enriching year and one I am not going to forget very soon.’
Modern Foreign Languages student

Science

Science ITE – Secondary PGCE and School Direct
The teaching and learning of science should engender awe and wonder in both teacher and pupils. At Sussex we are committed to promoting the teaching of this core subject through engagement with key scientific disciplines, scientific discoveries and the processes of science in fun and exciting ways.

We also seek to prepare pupils to be scientifically literate members of society, actively contributing to debates covering important issues such as climate change and the moral and ethical aspects of scientific developments.

In addition we believe in exploring the conceptual understanding of chemical, physical, geological, astronomical and biological processes for both trainees and their pupils.

University-based sessions use an appropriate range of techniques and approaches to promote a variety of activities ranging through problem solving, laboratory skills and the modelling of current techniques such as Assessment for Learning with all activities underpinned by reflective practice and stressing the interrelationship between educational theory and classroom practice.

The Science ITE course enables you to become a highly effective teacher who is well prepared to take on an appropriate teaching role in any school across the educational spectrum.

Additional entry requirements:
• a degree in a science (minimum 50% core science) OR science related subject
• at least one A level in a science discipline
• a love of science and a desire to share it with children in an inspiring and engaging way
• an interest in all science disciplines
• specific expertise in either Biology, Chemistry or Physics
• commitment to providing new and novel ways of engaging children in the study of science.

If you have a degree that is science related, or you graduated some time ago, you may qualify for one of our suite of Science Knowledge Enhancement courses (SKE), to bring you up to the required level for teaching Physics or Chemistry to GCSE and/or 16+ standard. SKE courses are free and entitle participants to receive a bursary. For more details see page 12, or www.sussex.ac.uk/education/ite/ske

What our students say
‘The course structure was excellent to both challenge and enhance my progress towards QTS.’
Science student

‘Sussex teacher education is special because it produces creative, committed, critical and reflective teachers. We have a two way relationship with our partner schools, and our trainees and courses contribute to their development.’
Robert Rosenthal
Partnership Co-ordinator
Mathematics

Mathematics ITE – Secondary PGCE and School Direct

By studying on the Mathematics ITE course at Sussex you are embarking on a stimulating and challenging year, learning the craft of effective classroom practice and developing an in-depth appreciation of one of the key National Curriculum subjects.

At Sussex, we introduce you to innovative, exciting and engaging ways to teach and learn Mathematics. The Curriculum Studies module is taught through a variety of teaching methods and workshops require your active participation. Trainee presentations, group work, micro teaching, site visits, role play and sharing of experiences are all essential elements of this successful course. All sessions include opportunities for you to critically reflect and to link your practical, school-based experiences with the literature and research that you read.

What our students say

‘The attitude is very professional from all concerned. Training is very thorough.’
Mathematics student

‘The curriculum studies sessions were excellent.’
Mathematics student

Mathematics ITE – PGCE Key Stage 2/3

The KS 2/3 PGCE is a distinctive feature at Sussex as we are one of only a handful of providers nationally offering a Mathematics specialist PGCE programme for Key Stages 2 and 3 preparing you with the necessary skills to teach in primary, middle or secondary school settings. We develop subject specialists in Mathematics who are also equipped to teach across the range of subjects in primary schools – or who can be subject or transition specialists in secondary schools.

The move from primary to secondary school is a crucial one for children. As a specialist transition teacher your skills will be recognised by secondary schools employing teachers to help children make that move, while still providing specialist teaching in Mathematics.

The KS 2/3 PGCE takes you on an adventure in learning that enables you to evaluate your own philosophy of learning. We promote an investigative approach to learning where children are engaged through exploration and discovery. Supported by highly experienced practitioners as your mentors, you will develop your teaching skills in two partnership schools, one secondary and one primary.

We have developed strong partnerships with an exciting team of schools, from Hampshire to East Sussex and Kent, who share our philosophy and to whom we provide research and training. This partnership continues beyond your graduation with additional support provided for Newly Qualified Teachers. The taught course includes both a focus on your Mathematics specialism – particularly at Key Stage 3, and on the broad range of subjects which make up the primary curriculum. You have the opportunity to develop a deep understanding of your chosen subject, whilst learning about pedagogy and current teaching and learning strategies in both primary and secondary school settings.

Additional entry requirements for both courses

At Sussex it is possible to ‘top up’ your mathematics knowledge and skills via one of our Subject Knowledge Enhancement Courses (see page 12). As a result, we are able to consider participants to the PGCE KS2/3 and Secondary courses from wider backgrounds than pure Mathematics. A degree in Mathematics is, therefore, not a prerequisite entry requirement.

- A passion for Mathematics
- Recent in-school experience
- A desire to help pupils understand Mathematics
- A commitment to being an innovative teacher

‘During the PGCE I felt incredibly supported. My fellow trainees were brilliant, not only to collaborate with on planning and teaching, but also to share experiences with. This support network that developed during the PGCE year was invaluable and has continued and developed into my NQT year.’

Rhian Guy-Briscoe
Now teaching Mathematics at Priory School, Lewes
Primary 5-11

Primary 5-11 ITE – PGCE and School Direct

The Primary ITE course at Sussex is an exciting and popular programme predominantly led by local partnership schools who have proven strengths in their field. The course aims to empower participants to develop the professional knowledge, skills and characteristics needed to become highly effective and reflective primary teachers of pupils aged 5-11 with Early Years enhancement opportunities. We engage, challenge and support trainees through a comprehensive and stimulating teacher education programme which puts children at the centre of a creative and engaging learning process.

The course will support you to develop deep subject knowledge in core areas of the primary curriculum and build strengths in Special Educational Needs (SEND) and behaviour for learning. Alongside your own subject specialism, you will learn how to become an effective practitioner across the whole primary curriculum, utilising effective assessment for learning and knowledge of effective teaching strategies.

Initial Teacher Education at the University of Sussex is one of the longest established school-based programmes in the country. As a result we have developed incredibly strong partnerships with primary schools and Early Years providers across from Brighton and Hove, East and West Sussex and Surrey who share our philosophy of learning and help to develop and shape a programme which we believe will create exciting and dynamic teachers for the future. Schools lead on many areas of the course, ensuring that trainees have the opportunity to develop their own strengths and expertise working alongside local classroom experts.

The Sussex Primary ITE course is unique in having a very long first school placement of six months which allows you to really get to know your school and understand pupil progression. Our aim is that this placement will be in a school acknowledged for your specialist interests where you will spend time developing your own subject knowledge whilst exploring how best to inspire children to engage and learn. This gives you an opportunity to learn through a strong coaching model alongside current experts. The shorter second placement enables you to build on what you have already learnt by applying your skills and knowledge in a new context. It also supports you to further focus on your specialism, some subject leadership skills and to become involved in school development.

Trainees spend Monday to Thursday training to teach in a partnership school. On Fridays they attend the university taught course which involves lectures, seminars and workshops on all aspects of the primary curriculum and classroom practice. The course is taught by an inspiring team of tutors, teachers and consultants with schools actively participating by delivering training in school and at the university. Together we aim help you develop a creative and reflective approach to learning that starts with the individual child and their environment promoting an investigative approach to learning where children are engaged through exploration and discovery.

What our school partners say
‘The partnership course at the University of Sussex will be innovative and inspiring teaching developed through professional partnerships and strong relationships.’

‘Excellent course, very supportive and well thought out.’
ITE trainee
The PGCE Early Years course runs alongside our primary course. It will enable you to evaluate your own philosophy of learning with an investigative, hands-on approach in which the children you teach are engaged through exploration and discovery. We aim to encourage, challenge and support our trainees through a comprehensive and stimulating teacher education experience to become effective, reflective early years teachers whose practice puts children at the centre of a creative and engaging learning process.

The course will help you acquire the skills and expertise to support children’s learning and prepare you to teach in reception and pre-school settings. It will also provide professional development in the Early Years and Foundation Stage Curriculum whilst supporting your subject specialism.

We have strong partnerships with an exciting team of schools and Early Years providers. Teachers in these settings are key members of our training team and lead on many areas of this course delivering a large share of training both in school and at/for the university. For the majority of the year you will be supported by an experienced practitioner as a mentor while you train Monday to Thursday in a reception school placement. You will also undertake a shorter placement in another Early Years setting towards the end of the course with opportunities to explore transition with time spent in Y1/2. On Fridays, along with Primary 5-11 trainees, you will attend taught sessions at the university, including lectures, seminars, workshops, tutorials, visits to other schools and settings exemplifying good practice.

Additional entry requirements for both courses:
• a suitable degree
• evidence of good literacy skills
• a broad background demonstrating a range of interests and/or aptitudes
• experience and understanding of current teaching methods in both primary and secondary schools – normally this will include a week of observation in each, ideally prior to interview
• a commitment to being an innovative teacher who can develop effective relationships with pupils and an understanding that learning is a lifelong commitment.

In partnership with the University of Sussex ‘Lead Schools’ act as agents managing recruitment and training for a cluster of other schools in which candidates are placed for training. The subjects offered vary from year to year depending what schools request, but would usually include all our PGCE subjects. Additional subjects sometimes requested by schools have included Latin, PE, Psychology, Law, Economics, Computer Studies, Art and Design and Design Technology – see www.sussex.ac.uk/education/ite/schooldirect/partnerships for list of current vacancies. School Direct trainees are usually placed in one school Monday to Thursday for the majority of the year with a shorter placement of 4-6 weeks in the Spring Term, although there are some variations. On Fridays, alongside PGCE, School Direct trainees will usually follow a taught course comprising a Curriculum Studies module in their subject specialism and a Professional Studies module complementing the sessions provided by the schools. However, for the additional subjects such as those listed above, the Curriculum Studies course is more likely to be bespoke and delivered by subject specialist teachers in the Lead and Main placement school.
The Friday sessions take the form of lectures, workshops and tutorials led by highly experienced tutors, education advisers/consultants and expert teachers from partnership schools. You will also complete written assignments whilst on the programme and compile an evidence portfolio to demonstrate that you have met the Teachers’ Standards for Qualified Teacher Status (QTS).

**School Direct (Training)**
This route is very similar to the mainstream PGCE. However, unlike the PGCE, you would know in advance which main placement school you will be placed in for the majority of the year having made a direct application. Your school may offer enhanced training opportunities and require additional responsibilities of School Direct trainees. In common with PGCE trainees and supported by a mentor, you will gradually take an increasing share of the normal duties of a professional teacher – both inside and outside the classroom as your competence and confidence increase. Candidates taking the School Direct (Training) route will also be registered on our PGCE course and will gain this award with Masters Credits on successful completion of the course.

**School Direct (Salaried)**
The School Direct (Salaried) route is aimed at high-quality graduates with at least three years’ work experience also applying directly to a Lead School. The course trains you to Qualified Teacher Status whilst you are employed by a school as an unqualified teacher and earning a salary. Many Salaried candidates have already had significant experience working in a school, or you may well have worked in another sphere before deciding to enter teaching. Although also supported and trained by a mentor, you may have a teaching timetable of up to 80% of a normal teaching load from early on in the programme with sole responsibility in some, or all of these classes. You should therefore be confident, independent, pro-active and able to manage your own professional development. The School Direct (Salaried) route is QTS only. However, once on the programme, candidates can opt to register for the additional academic award of PGCE Pedagogy and Practice (PP) which carries Masters credits.

**Overseas Trained Teacher Programme (OTTP)**
If you are an overseas trained teacher you can follow a short course and be assessed for QTS only, or QTS with induction exemption if you have taught for more than two years. You will need to be employed by a school and to have your overseas qualification verified by the National Academic Recognition Information Centre (NARIC).

**Assessment only route**
A limited number of places are available for unqualified teachers who are experienced across two key stages and in more than one school but are already meeting the Teaching Standards and require QTS. This is not a training programme. Assessment is tailored to the individual and must be completed within 12 weeks. It can begin at any point in the year, so long as good quality teaching experience can be guaranteed. Applicants are expected to be in paid employment in a school during their time on the programme.

‘I am passionate about working in partnership with the University of Sussex. Our pupils deserve the best and the Sussex trainees are a joy to work with.’

Elizabeth Cotterill
Professional Tutor, St Paul’s Catholic College, Burgess Hill, West Sussex
The University of Sussex offers a suite of highly successful and free short and longer Subject Knowledge Enhancement (SKE) modules in Physics, Chemistry, Mathematics and Modern Foreign Languages. These are suitable for candidates with a conditional place confirmed on an Initial Teacher Education (ITE) course needing to develop their subject knowledge and understanding. The modules are ideal for those whose degree may not be in Chemistry, Physics or Mathematics, but have at least AS/A level or, for MFL, who want to refresh or develop a second language before embarking on a Secondary ITE Science course, a Secondary or KS2/3 Mathematics ITE course or a Secondary MFL ITE Course.

SKEs are funded by the Teaching Agency and are therefore free to participants. Eligible students are also entitled to a tax-free bursary – currently £200 per week.

Chemistry and Physics

For all our science SKE courses we have a bespoke online platform, ViDElearn™ that hosts our resources for Physics and Chemistry Subject Knowledge Enhancement. Our distance learning modules feature peer and tutor support via Skype and a team of science education experts to support your learning.

Mathematics

The SKE mathematics courses are taught by a range of experienced practitioners demonstrating techniques and sharing resources that can be used in a real classroom setting so that participants leave the courses feeling well prepared for starting Initial Teacher Education.

Pre-Initial Teacher Training: subject knowledge enhancement courses

Physics

Subject Knowledge Enhancement Physics (SKEP) – Blended Learning

6 months full time (March – August) 3 months attendance on Sussex campus and 3 months distance learning) – for Physics trainees only

This is a Distance Learning module, with peer and tutor support via Skype. Note the DLSKE has a compulsory Practical fortnight in early July. Trainees will need to attend the University of Sussex during this time.

Physics or Chemistry

Distance Learning Subject Knowledge Enhancement (DLSKE)

3 months part time or full time (flexible start)

This is a Distance Learning course, with peer and tutor support via Skype for trainees requiring subject knowledge enhancement to A level standard through 5 modules. Applicants require an A level in their specialist subject and Physics applicants must also have A level Maths. Note the DLSKE and LSKE below have a compulsory Practical fortnight in July when trainees will need to attend the University of Sussex. There is also optional study in another subject to GCSE or A level standard.

Distance Learning Long Subject Knowledge Enhancement (LSKE)

6 months (March-August)

This course is for those requiring subject knowledge enhancement to A level standard through distance learning but who don’t meet the entry requirements for the DLSKE above. The courses commences with a GCSE module, followed by a primer module and A level standard practical assignments and a compulsory practical fortnight on campus in July. There is also an optional A level extension module.

Short Subject Knowledge Enhancement (SSKE)

2 months SKE full time (June-July)

These courses are for trainees requiring subject knowledge enhancement to GCSE level. The module uses a combination of distance learning and campus based activities.

‘Excellent course, very supportive and well thought out.’

ITE trainee
‘Not only do I feel more confident in my subject knowledge, my confidence in networking, lab skills and presentation skills has grown.’

SKE student

‘I feel very privileged to have been on the SKEP, appreciate the input of each and every tutor & technician, and still can’t believe that I’ve been paid for this privilege!!’

SKE student
Applications and further information

How to Apply for the PGCE and School Direct
Applications for both PGCE and School Direct are made on a single online process through UCAS Teacher Training: www.ucas.com/apply/teacher-training.
For PGCE applications search and apply directly for University of Sussex courses but for School Direct search for and apply directly to the Lead Schools offering courses with us in your chosen specialism.

You should apply as early as possible from the opening date indicated on the UCAS website in the year before your intended programme begins the following September as places can fill quickly. No candidate can be offered a place without being interviewed and for all School Direct candidates part of this process will take place in a partner school. Regrettably, we are unable to reimburse travel and other costs involved in getting to your interview/s. Please see www.sussex.ac.uk/education/ite for further information about the University of Sussex ITE selection process for PGCE and School Direct.

Contacts for further information

University Of Sussex ITE Admissions and Enquiries
E iteadmissions@sussex.ac.uk
T 01273 873238
W www.sussex.ac.uk/education/ite

Department of Education
School of Education & Social Work
Essex House
University of Sussex
Falmer
Brighton BN1 9QQ
T 01273 877888
E eswenquiries@sussex.ac.uk
W www.sussex.ac.uk/education

Department for Education
T Teaching Information Line
0800 389 2500
W www.education.gov.uk/get-into-teaching

National Academic Recognition Information Centre (NARIC)
Provides comparability information for international qualifications against UK standards. A fee is charged for the service.
T 0871 3307033
W www.naric.org.uk

Alternative postgraduate study with the Department of Education
As well as Initial Teacher Education, our research and teaching courses contribute to the continuing development of individuals from an increasingly diverse range of professional and vocational fields, i.e. education, social work, medicine and the police.

We have a range of full and part time postgraduate taught programmes at Masters and Doctoral level. Further information is available on request or at www.sussex.ac.uk/education

Life at Sussex
The University is situated on a medium sized, modern campus on the edge of the South Downs National Park. It is a few minutes away from the seaside city of Brighton & Hove with its extravagant Royal Pavilion, miles of pebbly beaches and unique and diverse social and cultural scene. There is easy access by road and rail from Brighton to London, to Gatwick and Heathrow airports and to mainland Europe via the Channel ports and tunnel.

Equal opportunities and diversity
We are committed to equality and diversity and seek to recruit trainees from diverse ethnic backgrounds and ages. We attract a significant proportion of mature students, including mid-career professionals and recently qualified graduates.