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**Researchers
in Schools**

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**Researchers
Brochure**



**Researchers in Schools
exists to increase the number
of pupils from under-represented
backgrounds progressing to
highly selective universities.**

Photo: *Amelia Oakley* (www.cargocollective.com/ameliaocakley/)



We do this by recruiting outstanding PhD graduates, placing them in schools as new teachers and equipping them to deliver research-driven activities to support target pupils.

The RIS Teacher Training Programme

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The RIS Programme recruits outstanding PhD graduates to work as teachers in non-selective state schools through a tailored initial teacher training (ITT) programme delivered in partnership by RIS and School-Centred Initial Teacher Training providers.

The RIS Programme offers a bespoke route into teaching exclusively for PhD graduates, and is specifically designed to utilise their academic expertise to the benefit of pupils, schools and universities.

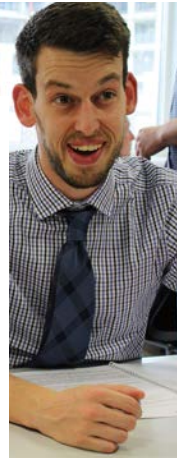
The RIS Programme runs over an initial two years, with participants achieving Qualified Teacher Status (QTS) in their first year and completing their Newly Qualified Teacher (NQT) year by the end of year two. Participants are supported to do this through a structured programme of training, classroom teaching and mentoring. As well as achieving QTS and completing their NQT year, participants also receive on-going CPD training and deliver research-driven activities to support target pupils.

Participants who remain in the classroom in the third year will continue to develop their teaching skills and also be eligible to join our Research Leader in Education Award, an innovative professional qualification that equips participants to develop their educational research skills and deploy them within schools. As well as being a unique professional development opportunity, the Research Leader in Education Award also offers participants an excellent route for career progression.



“I chose the Researchers in Schools programme as it offers me an opportunity to continue my research whilst training as a teacher, but more importantly it was a salaried programme allowing me to gain direct classroom experience.”

Dr Emile Doran (Physics, 2015 Cohort)



Why is the Programme Unique?

Researchers in Schools is the UK's only teacher training programme exclusive to those who have completed, or are completing, a PhD in their teaching subject.

All participants receive a competitive salary whilst on the programme, including being paid to train in the first year. As with many teacher training routes, the salary and benefits package will vary by subject and location, but whatever your circumstances, RIS is amongst the most competitive, including salary, pension, training fees paid and an additional budget to work towards the programme's aims. For maths and physics participants who join the three year Maths and Physics Chairs scheme, which is part of the programme for all participants teaching these subjects, there is also a significant salary uplift available in all three years.

Uniquely amongst classroom teachers, participants will have one day per week off-timetable to work towards the RIS mission. This will include carrying out their own academic or educational research, and delivering research-driven activities to support target pupils. Participants will be able to use some of this time to maintain their academic profile, e.g. conducting research, attending academic conferences or writing up articles for publication. Alongside the four-day teaching timetable, to facilitate this work participants receive a budget of £1,000 and visiting academic status at a research-intensive university, which provides access to research facilities and a network of academic support.

The programme has been structured to support researchers to make a real and lasting impact on the pupils and schools they work with. A core part of the programme are the 'RIS Activities', a set of high-impact interventions that participants deliver alongside their classroom teaching to support target pupils with their exam results and university applications. Participants will use part of their off-timetable day to deliver these activities and support their pupils across both years of the programme. For participants choosing to continue into a third year of teaching, the Research Leader in Education Award offers a unique professional development opportunity to develop and deploy their educational research skills.



Researchers in Schools and The Brilliant Club

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Researchers in Schools is a programme delivered by The Brilliant Club, an award-winning charity, in partnership with schools and teacher training providers across England.

The Brilliant Club works to increase the number of pupils from disadvantaged backgrounds that progress to highly selective universities. Today, 50% of privately educated children in the UK will progress to a top university, compared with 2% from low-income backgrounds. The Brilliant Club seeks to address this problem in a simple, scalable and sustainable way: we recruit, train and place PhD students and PhD graduates in non-selective state schools to work part-time as tutors or full-time as teachers.

The Charity has two key Programmes:

Researchers in Schools and the Scholars Programme, which places PhD students to deliver programmes of university-style tutorials to small groups of high potential pupils.

The Brilliant Club has a track record of delivering excellent programmes and of establishing a scalable and replicable model. In our first five years, our flagship programme – The Scholars Programme – has established a strong presence across London, the South East and the Midlands, with pilots across the rest of England. This year the Scholars Programme will deliver super-curricular programmes of academic enrichment to 8,548 pupils in over 300 non-selective primary and secondary schools.

Researchers in Schools' first cohort of 21 PhD graduates entered classrooms across London in September 2014, delivering a range of subject attainment and widening participation activities to support pupils in their placement schools. Our second cohort of 80 participants began teaching in September 2015, selected from over 600 applications. We now work with 50 placement schools across England, and this year will deliver university access and subject attainment programmes to nearly 1000 pupils.

The programme was founded with the support of a range of sector-leading partners, including Challenge Partners and the National College for Teaching and Leadership, as well as George Abbot and Lampton teaching schools, both of whom are continuing to deliver the programme. We also work with research-intensive universities, including King's College London and the University of Southampton, to offer participants access to widening participation departments and research facilities to support them to work towards the aims of the programme.

Programme Structure

Pre-Programme Induction (Summer 2016)



Participants undertake a school orientation experience and spend two weeks completing the RIS Summer Training module before starting in school in September 2016. In addition to this, there will be opportunities to meet other members of the 2016 Cohort in the run-up to summer.

“Summer Training was fantastic. I truly appreciate the effort that has gone into it and feel much more confident about teaching.”

Gemma Bagheri (Physics, 2015 Cohort)

“It’s been very varied, efficiently run and it provided a lot of routes for further reflection... It’s made me feel much more prepared and confident.”

Cleo Jay (Modern Languages, 2015 Cohort)

“Where do I start? I’ve learned so much about teaching styles and how we will need to develop as classroom practitioners.”

Noel Wortham (Chemistry, 2015 Cohort)

Year 1 (2016/17)

Participants will work towards gaining Qualified Teacher Status, attending teacher training one day per week, working in school three days per week and using one day per week off timetable to work towards the RIS mission.

Teacher training is delivered by school-based education experts. As part of the QTS qualification, participants will engage with evidence-based teaching and research methods.

Participants will carry out a programme of observations, developing independent teaching skills and reflecting on their progress and observing lessons taught by experienced colleagues.

Through the RIS activities, participants deliver a range of research-driven interventions, including university-style tutorials and extra-curricular activities to raise subject attainment and support university applications. Half-termly, bespoke training is provided to support participants to make a real impact on their pupils.

There is also the potential to link up with widening participation departments at local universities. Where no relationship currently exists, participants are welcome to use their network to create opportunities for pupils.

Year 2 (2017/18)

Year 3 (2018/19)



Photo: *Amelia Oakley* (www.cargocollective.com/ameliaocakley/)

Now a qualified teacher, participants will complete their Newly Qualified Teacher year in their placement school, with approximately 16 hours teaching over four days per week and will move on to the teacher main pay scale.

Working with the same group of pupils as year one, the off-timetable day will see participants deliver research-driven activities that support pupils with their exam grades and university applications.

RIS will continue to deliver on-going professional development training, supporting with classroom teaching and wider activities. This will include engaging with evidence-based teaching and using their academic expertise to improve attainment in their subject area.

Training will also focus on supporting participants to track pupil progress and evaluate the impact of the RIS activities. Participants can use these activities as a basis for their own educational research, with the opportunity to publish and disseminate this.

For maths and physics participants wishing to access the salary uplift through the Maths and Physics Chairs Scheme, the third year is compulsory. For participants teaching any other subject, the third year is recommended but optional.

Participants choosing to stay in the classroom for a third year will continue teaching and also be eligible to join our Research Leader in Education Award, an innovative professional qualification that equips participants to develop their educational research skills and deploy them within schools.

As well as being a unique professional development opportunity, the Research Leader in Education Award also offers participants an excellent route for career progression.

“When I felt overwhelmed, my mentor went through my week, day by day, with pragmatic and helpful advice for each lesson, not just general pedagogical advice. It was exactly what I needed to feel on top of things again, and really made me feel supported. Additionally, it modelled how to organize short-to-mid term planning for lessons, which I really struggled with at the time.”

Dr Clara Sousa Silva (Physics, 2014 Cohort)

Salary

All participants receive a competitive salary whilst on the programme, including being paid to train in the first year.

As with many teacher training routes, the salary and benefits package will vary by subject and location, but whatever your circumstances RIS is amongst the most generous, including salary, pension, training fees paid and a RIS budget. Please note that you will be employed by your placement school and will be expected to stay in that school for your first two years of teaching.

For maths and physics participants who choose to join the three year Maths and Physics Chairs scheme, there is also a significant salary uplift available in all three years.

Salary and Benefits Package (Year One): Maths and Physics

	Inner London	Outer London	London Fringe	National
Salary (including £7,000 salary uplift)	£33,900	£32,660	£30,200	£29,000
QTS Fees Paid by RIS	£6,800	£6,800	£6,800	£6,800
Research Budget	£1,000	£1,000	£1,000	£1,000
Total Salary and Benefits Package of up to	£41,700	£40,460	£38,000	£36,800

Salary and Benefits Package (Year One): All Other Subjects

	Inner London	Outer London	London Fringe	National
Salary	£20,496	£19,359	£17,368	£16,298
QTS Fees Paid by RIS	£6,800	£6,800	£6,800	£6,800
Research Budget	£1,000	£1,000	£1,000	£1,000
Total Salary and Benefits Package of up to	£28,296	£27,159	£25,168	£24,098

Benefits



“The programme is a great example of a route into teaching that gives career changers with rich subject expertise the opportunity to encourage more pupils to engage with their subject and progress to top universities.”

*Dame Sue John
Founding Member, Challenge Partners*

Teacher Qualification (QTS):

The teaching profession remains a well-paid and stable source of employment. A teaching qualification is a valuable and versatile asset in the jobs market, especially within schools and universities but also outside the education sector.

Dedicated Time to Pursue the RIS Aims:

Uniquely amongst classroom teachers, participants will have one day per week off-timetable to work towards the RIS mission. This will include carrying out their own academic or educational research, and delivering research-driven activities to support target pupils.

Research Budget:

A research budget of £1,000 is available to help you meet the financial costs related to your research activities. Typically this could include learning materials, subscriptions to journals or travel to conferences.

Honorary Academic Title:

RIS offers participants an honorary academic title from a research-intensive university (subject to the institution agreeing the appointment) at one of The Brilliant Club’s partner universities and the time and support to continue with their own research.

Minimum of 11 Weeks’ Holiday:

A generous holiday allowance is available for all participants on the Researchers in Schools programme.

How is the Programme Designed Specifically For Researchers?

A Programme Tailored to You:

A bespoke ITT Programme that focuses on evidence-based teaching and is specifically designed to utilise PhD graduates' academic expertise to the benefit of pupils, schools and universities.

Effectively Using Your Research Skills:

Utilising the unique skill set of researchers to improve the research skills of both pupils and teachers, with a focus on independent enquiry, evidence-based teaching and action research.

Sharing Your Knowledge of the Higher Education System:

Promoting researchers as in-school champions of higher education, delivering activities to challenge and stretch pupils and providing information and guidance to support access to highly selective universities.

How Will You Make a Difference?

Become a great Teacher

Through a bespoke programme blending classroom teaching and research opportunities, you'll develop the skills to become a highly-effective classroom teacher and research leader.

Work with target Pupils

You'll be working with pupils who are typically under-represented at highly-selective universities, encouraging their aspirations, raising attainment in your subject, and helping support them to excel and progress to higher education

Work with other Teachers

As a subject expert and experienced academic, there will be great potential to collaborate with other members of your faculty and the wider teaching staff, creating opportunities to learn, innovate and have a real impact on teaching and learning in your school.

Advocate your Subject

As part of the programme, you will help increase the number of high-level subject specialists in non-selective state schools, ensuring the dissemination of both subject knowledge and cutting-edge expertise throughout schools and the wider system.

Carry out Research

Alongside working toward the broader programme aims, your weekly off-timetable day will provide an opportunity to continue the pursuit of your academic or educational research interests, sharing the results of this with the pupils, faculty and wider school.



Photo: Amelita Oakley (www.cargocollective.com/amelitaOakley)

Join a Network of like-minded Professionals

As part of the wider RIS network, you will join an established community of researchers from a range of backgrounds who have a passion for the teaching profession. This network will be an invaluable resource for collaboration, development and support throughout the programme and beyond.

Develop transferable Skills and Leadership

Beyond the teaching qualification, the transferable skills and leadership you will develop as part of our CDP programme are highly valued across the education sector and by many leading businesses.

"I haven't had a chance to come by and say thank you for all your help. This afternoon I got an email saying that I have been accepted into the LSE Programme! I am so excited and wanted to say a huge thank you as I know that I couldn't not have done it without your endless support and help."

Year 13 Pupil

Eligibility

Researchers in Schools is looking for candidates with the potential to become great teachers.

In particular, we look for individuals with strong communication and interpersonal skills, excellent planning and organisational skills, reflectiveness and resilience, an understanding of the UK teaching profession and a commitment to the RIS mission.

Applications are open to researchers who have submitted their doctorate, or will have done so by 15th August 2016 when the RIS Programme begins. Furthermore, candidates must also have a grade C (or equivalent) in Maths and English and be eligible to work in the UK full-time throughout the course of the programme. *For a full list of our eligibility criteria, please see www.researchersinschools.org*

Our Application Process

Researchers in Schools is delivered in partnership with sector-leading School-Centred Initial Teacher Training providers (SCITTs). We act as the front-end recruiter for applicants, including screening applications, recommending candidates for assessment and organising the logistics of assessment centres. Assessment centres are held by SCITTs, with the SCITT also making the final decision on whether to offer a place on their School Direct training programme. Once offers have been made, Researchers in Schools will manage the process from confirmation through to Summer Training.

Our priority is to ensure that applicants have a professional experience throughout application process, including allocating successful applicants to assessment centres and a clear, fair assessment centre experience. It is important that applicants are aware that the process is dependent on the availability and demand for subjects in each region and within each SCITT. Therefore, there may be a waiting period after passing one stage of the process and before moving on to the next. At each stage, we will keep you up-to-date via regular contact and will be available to answer any questions you have. (Please find a stage-by-stage breakdown of the application process opposite).

Teaching Experience

You don't need to have been a teacher or worked in a school before to apply for the programme. Though we do expect applicants to have some experience of working with young people, there are no set expectations. However, one of the conditions of any offer to join the programme will be the completion of a school orientation experience within a UK school, which we will provide information about upon making an offer.

There are various ways you can undertake a school orientation experience, including:

- A paid, short-term teaching placement through the Scholars Programme, a part-time tutoring programme which is run by The Brilliant Club. This will provide first-hand experience of the type of school you may be placed in as a RIS participant. For further details, please see www.thebrilliantclub.org
- An expenses-paid observation placement of up to 10 days through the Department of Education's School Experience Programme. For further details, please see: <https://getintoteaching.education.gov.uk/getting-school-experience>
- An arrangement to spend time at a secondary school to familiarise yourself with the school and classroom environment.

The Application Process Outlined

1. Application Form

The application form is the first step in the application process and can be found on our website at www.researchersinschools.org/researchers/application-details/

- *The form helps us to assess your suitability for the programme, as well as collect the required personal information for your registration.*
- *If your application meets our success criteria, we will try to match you to an assessment centre based on your preferred region and subject.*

2. Assessment Centre

Once we have matched you to a suitable assessment centre, we will be in touch to confirm your availability and provide the information you need to prepare.

- *Assessment centres are held during regular windows throughout the year. In regions and subjects with a high number of applications, places may fill up before the end of the recruitment year. Therefore, we advise you to apply early to ensure the best chance of being matched to an assessment centre that meets your preferences.*
- *The exact requirements of the assessment centre may vary across SCITTs, but you can expect to: deliver a mini-lesson on a given subject, complete a written self-evaluation of your mini-lesson, take part in a group activity with fellow candidates, have a one-to-one or panel interview with the assessment team.*

3. Conditional Offer

If you are successful at the assessment centre stage, you will be made a conditional offer to join the RIS Programme. The SCITT that assessed you will liaise with placement schools within its network to find a placement based on your preferred region and subject.

- *Placements will be confirmed throughout the year and, in cases where no available placements match your preferences, we will work with our partner schools to identify placements that do match up. For a small minority of applicants, we cannot guarantee that placements will be available, though we will keep you fully updated and seek to find alternatives.*
- *At the end of the recruitment period in June, there may be a clearing process, in which any available places are allocated to pooled candidates.*
- *Please note that if your application is considered by more than one SCITT you may need to attend more than one assessment centre.*

4. Placement

Once a conditional offer has been made, there are still a number of requirements upon which your offer is conditional. Some of these are formalities, necessary for your placement to be registered with the relevant educational bodies, others may require a greater input on your behalf.

These include:

- *Completing the Qualified Teacher Status tests. The tests need to be booked online via QTS centres.*
- *Successfully completing a short Pre-Summer Training Module, including a write-up of your School Orientation Experience.*
- *Successfully completing the Summer Training run by Researchers in Schools. This will run from Monday 15th August to Friday 26th August 2016.*
- *Providing evidence of meeting all eligibility requirements, including the required academic qualifications and the right to work in the UK.*

Once the conditions detailed in your offer letter have been satisfied, you will be ready to start your employment with your placement school at the beginning of September and to begin the RIS Programme.

Candidates are asked to give their regional preferences as part of the application form. RIS takes these preferences seriously, and works to secure suitable placements for all participants. However, we would ask you to note that our ability to place candidates in a given region is dependent on a number of factors and cannot be guaranteed.

North East
and Yorkshire

North West*

West Midlands*

South West*

East Midlands*

East of
England

Central
England*

London and
South East*

What Can I Teach and Where?

Regions

We are seeking to place participants across England to begin the programme in September 2016. Our application form breaks down the country into the following regions:

- Central England*
- London and South East*
- North West*
- South West*
- West Midlands*
- East Midlands*
- East of England
- North East and Yorkshire

**2015 Cohort participants currently placed in these regions.*

Subjects

Places are currently reserved for researchers to train as teachers in the following subjects:

- Science (Physics, Chemistry, Biology)
- Maths
- English
- History
- Geography
- Modern Foreign Languages (MFL)
- Religious Education
- Computer Science

When choosing a subject, you should ideally select the one that most closely matches the primary discipline in which you completed your doctorate. For all subjects other than maths and physics, only a limited number of placements are available.

Meet Our Current Participants



Dr Jobie Kirkwood (2015 Cohort)

Following the completion of his PhD at the University of York in 2015, Jobie joined Bluecoat Academy in Nottingham, where he has been working on an intervention scheme aimed at promoting mathematical understanding with Year 7 and Year 11 pupils. He has also set up widening participation links with local universities, resulting in pupils being invited to join programmes and lectures to increase interest in higher education.

“There’s a whole host of transferable skills that I’ve brought from my PhD; along with time-management and persistence, the RIS programme has allowed me to make use of the ability to understand varying and differing views in the classroom. My experiences have taught me to be clear and coherent and develop the mind-set to think that tomorrow is a brand new day.”



Dr Amelia Marks

Amelia completed her thesis, ‘Sea Ice Response to Anthropogenic Pollution: An Experimental and Modelling Study’ in 2014, at Royal Holloway, University of London. She continued her research into climate change and the effects of human pollution, working for the National Physical Laboratory. She is now a physics teacher at The Streetly Academy, Birmingham.

“Training to teach through Researchers in Schools provides you with invaluable skill set. From the initial summer training before going into schools, to the weekly sessions from our school and RIS, these have equipped us with the skills required to become effective teachers, including communication, leadership and classroom management. Furthermore, being based within a school has meant we are able to trial and develop these new skills in the classroom and continuously develop our teaching practice.”



Dr Bryn James

Before joining the Researchers in Schools programme, Bryn was a Lecturer in the Department of Archaeology at the University of Manchester, and Researcher in Residence at Manchester Museum for a project entitled ‘Exploring African Medico-religious Objects in Manchester Museum’. Bryn now teaches History at Lampton School.

“The RIS training programme channels the unique skill set of researchers through the bespoke training framework that aims to develop the research skills of both pupils and teachers with a focus on independent enquiry, evidence based teaching and action research.”



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