



SCHOOL CENTRED INITIAL TEACHER TRAINING

TRAIN TO BECOME A PRIMARY TEACHER

EARLY YEARS OR EARLY PRIMARY SPECIALIST ROUTE

One year
school-based
route

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Qualified
Teacher Status
(QTS)

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PGCE

*

High quality
tutor and mentor
support

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Small supportive
cohorts

ABOUT OUR SCITT

WE OFFER A ONE YEAR FULL-TIME SCHOOL-BASED ROUTE TO BECOMING A QUALIFIED PRIMARY TEACHER WITH A SPECIALISM IN EARLY YEARS OR EARLY PRIMARY.

Our core aim is to help you become a confident, knowledgeable and highly employable teacher with a passion for working with young children to give them the best starting point in life, whatever their circumstances.

Our high-quality mentors and tutors have extensive practical experience and will help you succeed by offering consistent guidance and personalised support throughout the course.

We are based at a centre of outstanding early years integrated practice, St Thomas Nursery School and Children's Centre in central Birmingham.

All placements are set at a diverse range of 'Good' or 'Outstanding' schools across the West Midlands (Birmingham, Solihull, Warwickshire Teaching School Alliances).

Alongside the Qualified Teacher Status (QTS), this course also carries postgraduate accreditation (PGCE) awarded by Birmingham City University .

The programme will prepare trainees for teaching children aged 2 - 7, including Foundation Stage (3 - 5) and KS1 (5 - 7). It will combine:

- three extended periods of continuous, directed school experience which will include a Foundation Stage class and a KS1 class
- high quality centre based training
- action research based assignments.



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PROGRAMME PHILOSOPHY

The aim of the programme is to enable trainees to meet the DfE Teachers' Standards (2012) and equip them to develop a career as a primary teacher with an early years specialism.

With the dynamic nature of the early years and primary curricula, the programme has been designed by schools to enable and equip trainees to:

- motivate children in their learning
- plan activities and lessons that challenge children
- encourage problem solving
- support self organisation skills
- ensure children are active learners, both physically and mentally
- ensure children are able to operate in an increasingly technological and digital age.

Whilst the course has a clear focus on the Foundation Stage prime areas (Communication and Language Development, Personal, Social and Emotional Development and Physical Development), the enhancement of children's learning through areas such as the arts, literature, ICT, music and the outdoor environment is also highlighted.

At the heart of the course is a shared view, from across the Partnership, of the child as a strong and highly competent consumer of life, with voice and the agency to take an active and participatory role in their own learning journey.

The course aims to produce teachers who are able to create an enabling learning environment which meets the needs of the child and extends beyond the school setting into their home and community learning environment. The course will have an additional focus on working with



**OUR SCITT PROGRAMME IS SMALL,
ADAPTABLE AND TAILORED
TO INDIVIDUALS**



two year olds, supporting diversity and engaging positively with those young children and families with special rights, needs, and disabilities. The particular expertise of Nursery Schools in ensuring that the learning of children with SEN/D is supported in an inclusive environment will be capitalised on in this programme to deepen this aspect of trainees' proficiency.

The capacity of the trainee to work in partnership with other professionals (integrated health, education and social care) and parents/families to support early intervention and multi-professional working will also be emphasised.

The programme is designed at postgraduate level and will require the trainees to hone the skills of reflection, critical thinking and adaptability to be able to meet the ever developing world of education with confidence, resilience and creativity. It will also ensure the trainees are able to analyse and use evidence for evaluation and quality improvement, and take on a system leadership role within locality services for children and families. The setting of this course in the real world of practice provides the trainees with the opportunities to understand the context and experience working with children from a wide range of social, economic and cultural backgrounds.

We are committed to training teachers who have the ability to recognise, value and exploit the benefits and advantages offered by such diversity and draw upon them to inform their practice. Moreover, whilst the focus is to produce competent, reflective teachers, the programme also places emphasis on the ability to articulate a personal philosophy and professional values, and the opportunity to develop key transferable skills such as team work and autonomy.



**APPLY VIA UCAS EARLY TO AVOID
DISAPPOINTMENT
OUR PROVIDER CODE IS 25R**

ENTRY REQUIREMENTS

All applicants should hold a grade C (or equivalent) in English, Mathematics and a science subject.

You should also hold an undergraduate degree from a UK higher education institution or equivalent.

SELECTION CRITERIA

We are looking for candidates who can demonstrate a(n)

- commitment to teaching and learning
- understanding of children as learners
- clear educational philosophy
- understanding of educational issues
- recent experience of working with children/in an early years or primary setting
- ability to establish effective working relationships
- ability to take responsibility for own professional development
- understanding of the demands of this school based route into teaching
- resilience





Choice of early years or primary pathway

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Training at a
central
Birmingham
location

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Placements across the city and the wider West Midlands

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Research
informed
programme

*

Leadership
focused

