



A fully funded programme developed by Redborne Upper School in partnership with the University of Bedfordshire.



Teacher Subject Specialism Training Programmes – Secondary Mathematics and Secondary Physics.



29th October 2018 – 14th June 2019 IOP Institute of Physics

DEVELOPING A KEY ADDITIONAL SUBJECT IN YOUR NQT YEAR through TSST

<p>Programme Description</p>	<p>Both the Secondary TSST Mathematics programme & the Physics TSST programme will run for 30 weeks & are for * qualified teachers including NQTs, as well as teachers without QTS working in academies. <i>This year funding can also be obtained for those who are members of, and have been awarded Qualified Teacher Learning and Skills status (QTLS) by the Society for Education, if they have firm plans to teach a TSST subject in a school or sixth form college.</i></p> <p>The Physics programme is IOP enabled community approved; the Mathematics programme is JMC enabled, community approved. Both Programmes are ‘tried and tested’ with participating schools & participants confirming how valuable they have found participation (please see comments below).</p> <p>Each programme provides participants with:</p> <ul style="list-style-type: none"> (i) The equivalent of 4 days intensive subject knowledge and pedagogic development at the University of Bedfordshire taking place within term time (ii) The opportunity to take away lesson ideas and resources from practical and engaging face to face training (iii) access to online resources and the University library (iv) access to in-school teaching opportunities (v) support from a Coach who is , through attendance at a face to face induction session, fully aware of their role, purpose, the programme’s structure and its expectations (vi) the support of an external community coach who will undertake at least 2 visits (vii) a Certificate of Completion and the option to submit for M level accreditation. <p>Participants will be expected to complete some pre-course reading, a self-audit and undertake 2.25-3.75 hours of study per week during the programme in order to develop confidence and competence as a mathematics or physics specialist.</p>
<p>Course Outcomes:</p>	<p>Better able to teach secondary mathematics or secondary physics</p>
<p>Course Lead:</p>	<p>Specialist staff from the University of Bedfordshire and Redborne Upper School</p>
<p>Proposed Audience:</p>	<p>*Teachers who are not Mathematics or Physics Specialists. This includes NQTs.</p> <p><u>For example.</u> A PE specialist NQT, who as part of their NQT year, could personalise & broaden their development through gaining improved subject knowledge & understanding of secondary mathematical learning and teaching.</p> <p><u>For example.</u> A Biology specialist NQT who, as part of their NQT year, could personalise & broaden their development through gaining improved Physics subject knowledge & practical skills, widening the support they can offer to their department and enriching their own teaching experience.</p>
<p>Date(s) and</p>	<p>2 full day sessions within term time and 5 twilight sessions (2-5pm) across the programme with</p>

Time(s):	an afternoon Celebration Event in July 2019.
Venue:	The University of Bedfordshire, Polhill Campus
Cost:	Participation in these Programmes is FREE. BUT funding is given TO SCHOOLS with participants to assist schools in supporting their participant(s) to successful completion.
Additional Information:	FUNDING GIVEN TO SCHOOLS with participants is as follows: <u>PER PROGRAMME. The School will receive from Redborne Upper:</u> ONE PARTICIPANT £250 TWO PARTICIPANTS £400 THREE PARTICIPANTS £550

To EXPRESS INTEREST please contact Teresa Farrow on
sttfarrow@redborne.beds.sch.uk

PLEASE NOTE – PLACES ARE LIMITED and will be allocated on a First Come, First Served basis (following the completion of application paperwork).

If you have any queries which cannot be addressed via email, we can arrange to call or visit.

Comments from previous participating schools and participants:

'Our participant is much more active in the maths dept. and this has led to some deeper discussions about learning. He is sharing practice & ideas both within the maths dept. and across the school. He has become a much more confident teacher and this has impacted on outcomes for the pupils he teaches'

'Have got loads out of the programme which has had a positive impact on my teaching'

'This has increased the capacity we have across the school for future timetabling and staffing'

'I have been able to immediately apply ideas and concepts into my teaching. The programme has improved my confidence massively when dealing with those concepts.'

'The range of delivery methods for the face to face taught sessions , in addition to the community coach visits and in house coach, ensured that I had the support, skills and qualities required to successfully complete the course.'

'Our participant has improved confidence in delivering mathematics, improved subject knowledge, awareness of the new maths specification and has been able to observe outstanding maths lessons'.

'More depth of subject knowledge when explaining concepts was observed during observations – nice clear explanations ...she has transformed into a good physics teacher. She has grown and developed in all areas'

'This course has given him more confidence in his maths knowledge and developed more thought about the actual 'teaching of maths' instead of the content to be covered'