

## INFORMATION TO SCHOOLS

### **Teacher Subject Specialism Training (TSST) Programme – Secondary Mathematics and Secondary Physics, 2018 – 2019.**

Redborne Upper School, in partnership with The University of Bedfordshire, is now accepting applications for its 18/19 TSST Programmes. Funding is available to enable schools and staff in the locality to access WITHOUT CHARGE a Secondary Mathematics Teacher Subject Specialism Training Programme for the fourth academic year running AND a Secondary Physics Teacher Subject Specialism Training Programme for the third academic year running. The programmes are JMC enabled community approved & IOP enabled community approved, respectively.

The Programmes will be offered from October 2018 – June 2019.

*For the purpose of TSST, non-specialists are teachers who have not undertaken initial teacher training (ITT) in the TSST subject in which they intend to train.*

Participants will be from the following list:

- non-specialist teachers with QTS who could potentially teach mathematics or physics in addition to, or as their main subject.
- non-specialist teachers with QTS who are currently teaching mathematics or physics (either full-time or in addition to the specialist subject).
- teachers with QTS who are looking to return to the profession.
- Newly qualified teachers (NQTs) are eligible and very welcome.
- Primary teachers are eligible if they will be teaching year 7/8 pupils as part of cross-school key stage 2/3 collaboration (e.g. in a multi-academy trust (MAT) or if they have firm plans to convert from primary to a secondary teaching post).
- Teachers without QTS working in academies are eligible.
- Those who are members of and have been awarded Qualified Teacher Learning and Skills status (QTLS) by the Society for Education are eligible if they have firm plans to teach a TSST subject in a school or sixth form college.

The programme will provide the equivalent of four days of intensive secondary mathematics/physics training at the University of Bedfordshire (Polhill campus) + access to

online resources, + in-school teaching opportunities and support, + quality assurance and M level accreditation upon successful completion ( if Participants wish to submit assignments for this purpose).

### Face to face sessions:

Both Mathematics and Physics participants will have a full day face to face session on 29<sup>th</sup> October 2018 and another in early January 2019. All will attend a July 2019 twilight celebration event at the end of the programme. There would then be a further 5 sessions taking place between 2-5pm. Mathematics participants will meet on days which differ from the Physics participants to ease the burden of supply cover on schools who have participants on both programmes.

### **What would be expected of Participants?**

Full attendance at the face to face subject teaching sessions delivered at the University

To complete a minimal amount of pre-course reading in readiness for the start of the programme.

To complete an audit of self- knowledge in readiness for the start of the programme and again at the end of the programme.

To undertake 2.25-3.75\* hours of study per week during the programme in order to develop confidence and competence as a maths/physics specialist. The tasks would include:

- mathematics/physics activity to develop subject knowledge
- maintenance of a subject knowledge development file
- reading and observation tasks to develop understanding of relevant pedagogy
- lesson planning and evaluation to enable areas of strength to be identified and areas for development.

To undertake regular observations of others' mathematics/physics teaching to support subject specific development (ideally half a day a week)

\*The higher number of hrs of study each week (3.75 hrs) would apply to those Participants who chose to undertake assignments for submission to gain the 15 level 7 credits accreditation on offer through this Programme. There would be NO REQUIREMENT for Participants to submit the level 7 assignments.

### **What would Participants gain from undertaking the TSST Programme?**

The aim of the Programme is to have teachers who are better able to teach secondary mathematics/physics. Participants will gain access to subject specific teaching & expertise from University of Bedfordshire staff and School staff and the support of their own in-school subject specialist coach. They will be guided to excellent reading and support materials and

have the opportunity to gain 15 Level 7 Credits. They will be able to participate in an established, tried and tested local quality assured Programme.

Upon successful completion of the Programme, the Participant will gain a Certificate of Completion.

### **What would Schools Gain by Supporting a Participant?**

It is anticipated that the most common arrangement will be schools supporting current members of staff who wish to access the Programmes and become better able to teach secondary mathematics /physics. However, there could be opportunities for schools to support returner-teachers. Schools across the nation are struggling to recruit teachers of mathematics and physics; these programmes are one way in which schools can strategically plan to overcome these shortages.

Schools receive a payment to fund the support of the coach & the timetable for observations by the Participant and of the Participant. It is anticipated that a £250 payment would be made to the School for one Participant or £400 where the school had two Participants or £550 for three Participants. Additionally, those who coach mathematics participants could be eligible to gain Chartered Mathematics Teacher Status (with The University able to support applications by acting as the required reference).

### **What would be expected of Participating Schools?**

To provide the Participant with observation opportunities in their subject specialism

To provide the Participant with some time off of timetable to support successful participation (We would expect this to be approximately half a day per week)

To provide the Participant with Lead Teaching Time in a secondary mathematics / physics classroom

To arrange a subject specialist coach to attend a half day induction meeting, undertake formal and informal observations, facilitate external community coach visits ( definitely 2, possibly 3) and complete some observation and Review paperwork.

To release the Participant to attend the equivalent of four days face to face subject specific teaching

**EXPRESS INTEREST IN JOINING EITHER PROGRAMME BY E-MAILING TERESA FARROW at [sttfarrow@redborne.beds.sch.uk](mailto:sttfarrow@redborne.beds.sch.uk)**

### **Comments from previous participating schools and participants:**

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

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

*'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'*

'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.'

'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 ....