



What is School Direct?

School Direct is a programme whereby trainees apply directly to the school of their choice and, if successful, train and work within their partnership schools. Schools, therefore, have more control over the quality of training, which is provided, and how it is delivered. You will have an extended placement at your host school, meaning you become far more integrated as a member of staff at the school of your choice. This is supplemented by a shorter second placement, where we will work with you to arrange the best contrasting, local placement within one

of our partner schools. We guarantee an interview for any relevant post in a partnership school for those who are successful on the programme with us.

What are the routes?

There are two routes into School Direct: Salaried and non-salaried.

The salaried route is aimed at graduates with at least 3 years work experience and is an employment-based route into teaching.

The non-salaried route is open to all graduates and is funded by competitive government bursaries (subject dependent) and tuition fees paid by the graduate through the student loan scheme.

Our School Direct programmes will lead you to gaining a PGCE in conjunction with our partnership universities.

Who is in our partnership?

The Warwick School (www.warwick.surrey.sch.uk)

Reigate College (<http://www.reigate.ac.uk/>)

Royal Alexandra and Albert School (<http://www.raa-school.co.uk/>)

Oxted School (<http://www.oxtedschool.co.uk>)

The Ashcombe School (Lead School) (<http://www.ashcombe.surrey.sch.uk/index.shtml>)

North Downs Primary School (<https://www.northdowns.surrey.sch.uk/>)

University of Sussex (<http://www.sussex.ac.uk/education>)

University of Brighton (<http://about.brighton.ac.uk/education/>)

We have a very successful and long-standing tradition of working with these schools and universities and have been fortunate enough to offer permanent employment to most of our school direct trainees in the past 7 years.

What kind of training can we offer you?

The model for training that we will follow will primarily focus on training in the classroom as well as having regular focused training days delivered by outstanding practitioners. We believe it is important to be in an innovative environment where you are supported and challenged to reach your potential. The Surrey Downs Partnership will be delivering all training and professional development to those on the School Direct programme. We believe this will give a rich and varied experience to prepare you for a highly successful teaching career.



Our training is supported by the University of Sussex and the University of Brighton.

Both universities have a long and successful tradition in teacher education. The university works with us to provide quality input on how to teach different secondary subjects or across the curriculum in primary schools. The University also provides a comprehensive programme of Professional Studies, which complement the sessions offered across our partnership. University sessions take place on the University campus and include a mix of lectures, workshops and tutorials led by the Faculty of Education, excellent teachers from partnership schools and other educational experts. These sessions also allow you to share your experiences with other trainee teachers and reflect upon the learning and teaching trainees do in schools. Every trainee is registered on the PGCE, where they expected to complete a number of academic assignments at Masters Level, which are designed to develop knowledge and understanding, encourage reflection and assess progress against the Teachers' Standards. These offer up to 90 Masters credits, and can enable progression onto an MEd course in their NQT year. The University works in partnership with the school to organise a final assessment and make a recommendation for QTS. A university tutor will be assigned to support you whilst on the programme and you will be eligible to access a range of support services provided by the University.

How to apply?

We have many vacancies that will be opening in October 2020 for a September 2021 start!

1. Check entry criteria:

1. UK university degree (2:2 or above) or a recognized equivalent qualification
2. Grade C (4) above in GCSE English Language **and** Mathematics.
3. You will be required to undergo an enhanced DBS check to verify you are suitable for working with young people.

2. Find your course:

Use the list below to see if we have a vacancy in your subject area. Alternatively visit our page on DfE Find Postgraduate Teacher Training from 6th October 2020 to find out more about the different course places we offer!

3. Start your application:

Once you are ready to embark on your training journey, use either **UCAS** or **APPLY** to teacher training to select your course choices → *remember to use our Provider Code 171 to view all Surrey Downs Partnership vacancies.* There are plenty of resources to help you online with this process, including a helpful [guide to writing your personal statements](#).

Applicants will need to provide details of two references as part of the application process.

Once the application has been received and processed by UCAS, it is made available online for training providers to consider. Applicants have two opportunities to secure a place :

Apply 1 → This is the first application route, which allows applicants to apply to several training programmes simultaneously. Candidates can choose up to three open training programmes at a time.

Apply 2 → Eligible candidates can use Apply 2 from 2 January each year.

For information on how to apply on UCAS and for a step-by-step guide to the application process please visit the following link:

<https://www.ucas.com/postgraduate/teacher-training/ucas-teacher-training-apply-and-track>



As a school, we want the very best for every young person, academically and socially. We are **'Striving for Excellence, Every Lesson, Every Day, for Every Student; to improve outcomes for all.'**

- The Warwick School is an 11 to 16, co-educational, maintained Community School situated in the very heart of the Redhill Community.
- We pride ourselves on being fully inclusive; providing outstanding care for all students and offering a safe, secure and nurturing environment for those with special educational needs and disabilities (SEND) and other vulnerable young people.
- It is a school that has faced many challenges, its recent Ofsted found it to be a school that 'Requires improvement' however it recognised that: *"..the new headteacher was ambitious, that the 'pupils' behaviour around the school was calm and orderly. That the pupils care for their environment and for one another. That the pupils enjoy school and have positive relationships with staff. The Support available to pupils when making choices for the next steps in their education is very effective. Leaders and governors ensure that pupils are safe in school."*
- The school is part of South East Surrey Schools Education Trust (SESSET), which includes The Ashcombe School, Dorking and Therfield School, Leatherhead. We work collaboratively whilst retaining autonomy over the ethos and vision of each school.
- It is on an exciting journey and has a £15 million pound new school project currently underway with a new sports centre, science laboratories and classrooms, dining area, main hall, drama studio, ICT rooms and SEN spaces being built for completion in January 2021.
- The school has specialist staff in all areas of the school, with strong mentoring and coaching programmes implemented to support staff whether they are NQTs, ITT or just want some help with aspects of their role.
- The school has an outstanding history of training development for graduate trainees (formerly GTP), Initial Teacher Training (ITT) and Newly Qualified Teacher (NQT) induction.
- Our curriculum is broad and includes an 'Excellence Programme' where staff are empowered to teach beyond their subject and share skills and opportunities with students across all year groups.
- There is an extensive extra-curricular programme, which includes, choir, concert band, drama, STEM clubs, chess club, sporting clubs, dance, trampolining, Duke of Edinburgh and a Life Skills expedition in Year 11 along with a range of trips and visits.



- Reigate College is an immensely successful Sixth Form College that has been massively oversubscribed for more than a decade
- Graded Outstanding by OFSTED since 2005 and regularly approached by other colleges for advice
- In 2015 the College was awarded the accolade of being a National Teaching School, as part of the East Surrey Alliance, in recognition of its exceptional teaching
- Consistently among the top performing sixth form colleges in the country
- More than 100 dedicated sixth form teaching staff
- Around 50 A Level and BTEC Level 3 courses that students can 'mix and match' to form their own tailor-made study programmes. See course finder <https://www.reigate.ac.uk/our-courses/our-courses-a-to-z/>
- Long running and very successful teacher training programme – more than one third of the College's teaching staff are trained at the College
- Superb site with specialist facilities for sport, music, drama and dance. See virtual tours <https://www.reigate.ac.uk/news-media/360-virtual-tours/>
- Strong student support departments including Careers, Learning Support, Mentoring and Independent Learning Centre
- An extensive extra-curricular programme of clubs and activities (including creative, sport, and CV enhancing), Duke of Edinburgh's Gold Award and large number of trips and visits to enhance the curriculum.





ROYAL
ALEXANDRA
& ALBERT
SCHOOL



- The Royal Alexandra and Albert School is a non-selective state boarding school for boys and girls aged 7-18, with compulsory Saturday morning lessons and consequently longer holidays.
- The School is set in 260 acres of picturesque private parkland in Gatton Park, Reigate. Our large site allows us to have extensive facilities, including floodlit all-weather sports pitches, a state-of-the-art Fitness Centre, indoor swimming pool and Equestrian Centre.
- With 445 boarders and 560 Flexi Boarders there is a lively community with a significant number of boarders staying at weekends.
- This summer, 62% of Year 11 pupils achieved 5 or more GCSEs at A*-C including English and Maths.
- With 170 students in the Sixth Form, it is big enough to offer a wide range of subjects but small enough to care about each student. In 2016, 51% of A Levels were graded A*-B. This year, 84% students went to university, with many securing places at Russell Group universities.
- The last two Ofsted inspections, carried out under the new, tougher framework, have deemed this School and its boarding provision to be 'Good', with both reports highlighting 'Outstanding' elements.
- The last Ofsted inspection stated that school 'leaders have put training and development of staff at the core of the school's plan [...] Strategies such as the 'outstanding teacher initiative' are used successfully to allow staff to share good practice.'



ROYAL
ALEXANDRA
& ALBERT
SCHOOL



OXFORD SCHOOL



reigate college





OXTED SCHOOL

**Part of The Howard Partnership Trust
Bringing out the Best**



- Oxted School, part of The Howard Partnership Trust, is amongst the largest and most dynamic comprehensive schools in the country. Oxted School is strongly rooted in the local community with the very best facilities and the latest developments in Quality First Teaching.
- Oxted School is a high performing yet inclusive school. At A-Level results are in the top 25% nationally for student progress.
- Our ITT programme is first class – our team of skilled mentors work very hard to maximise the potential of trainee teachers. Oxted has a proven record of developing outstanding teachers, and also appointing teachers we have trained.
- Oxted School is the lead school for the Howard Partnership's TSST (Teacher Subject Specialist Training) courses in Maths and Physics. These are aimed at non-specialists who have been asked to teach outside their subject, and teachers returning to the profession after a number of years. Training takes place over 5 days in schools across the Partnership and is accredited by the University of Sussex.
- We have excellent links with Universities, colleges and schools in the area.
- We are extremely proud of our outstanding Visually Impaired Centre.
- Academic rigor is combined with a strong emphasis on creativity and physical activity, both in lessons and beyond. Outstanding artwork, professional standard school productions, and captivating musical performances are hallmarks of the Oxted experience, and our sports facilities put us amongst the best state schools in the country. A sense of adventure pervades day-to-day life at Oxted, and we are proud to be amongst the largest Duke of Edinburgh centres in the country.
- Successful applicants will be extremely well supported and be part of a professional, happy workforce. CPD is central to the School's ethos and you will be supported with a range of training opportunities.



ROYAL
ALEXANDRA
& ALBERT
SCHOOL



OXTED SCHOOL



reigate college





The Ashcombe School

- The Ashcombe School is a mixed comprehensive school for ages 11-18 located at the foot of Box Hill in the heart of the Surrey Hills and is part of the South East Surrey Schools Education Trust (SESSET). We have approximately 1400 pupils, including a large sixth form with a variety of subjects offered.
- The school was rated Good by Ofsted (January 2015) and this was reconfirmed at the Ofsted visit in January 2019.
- We pride ourselves with having a calm and caring approach, one which is based on mutually respectful and high quality teacher-pupil relationships.
- The school is an accredited Investors in People (IIP) organisation and offers external evidence of what it feels like to be a part of a supportive, caring school.

What IIP says

"The school has held IIP accreditation for almost 20 years and there remains a genuine and sustained commitment emanating from the top to looking after and investing in the staff".

"It's a positive environment, the teachers really want the best for children".

"The content and pace of the school's NQT programme and the support provided by mentors is rated highly".

What our staff say

"It's a great place to work, it's the support, I love working here there are opportunities for professional development, they care about staff, they trust you"

"You feel supported, not overburdened or pressurised".

"It's really supportive, a happy place to work; we're forward thinking..."

- We have been part of the Warwick Partnership for schools direct since it began and in that time we have welcomed many trainees in a variety of subject areas. All trainees get the benefit of a subject mentors as well as support from an experienced professional tutor and a thorough professional studies programme.
- We are committed to providing training opportunities to all staff at every stage of their career through successful CPD programme for all staff including workshops on SEN, teaching and learning and our popular educational book club. We also run a middle leaders and advanced middle leaders courses for more experienced members of staff.



What courses do the Surrey Downs Partnership offer?

Please see below for all courses at The Surrey Downs Partnership 2021 – 22.

No	Subject	Course Code	Training School (s)	Salaried/Tuition	Provider
1	Art and Design	K571 T544	The Ashcombe School, RAA, Reigate College	Tuition	The University of Brighton
2	Biology	N874	Oxted School	Tuition	The University of Brighton
3	Chemistry	C976	Oxted School	Tuition	The University of Brighton
4	Physics	J467	Oxted School	Tuition	The University of Brighton
5	Physics with Maths	S525	Reigate College	Tuition	The University of Brighton
6	Physical Education	TBC	RAA, Oxted School and The Warwick School, The Ashcombe School, Reigate College	Tuition	The University of Brighton
7	Maths	A272	Oxted School	Tuition	The University of Brighton
8	Dance	G519	Oxted School	Tuition	The University of Brighton
9	Biology	T030	Reigate College, RAA, The Ashcombe, Oxted	Tuition	The University of Sussex
10	Biology	L124	The Warwick School	Salaried	The University of Sussex
11	Business Studies	F382	Oxted School, Reigate College, The Warwick School	Tuition	The University of Sussex
12	Chemistry	T038	Oxted School, Reigate College, RAA, The Ashcombe	Tuition	The University of Sussex
13	Chemistry	H086	The Warwick School	Salaried	The University of Sussex
14	Classics	T988	Reigate College	Tuition	The University of Sussex
15	Computing	J790	Oxted School, Reigate College, RAA,	Tuition	The University of Sussex
16	Design Technology	E307	Oxted School, The Ashcombe, RAA, The Warwick School, Reigate College	Tuition	The University of Sussex
17	Drama	P690	Oxted School, The Ashcombe, The Warwick School, Reigate College	Tuition	The University of Sussex
18	English	R667	Oxted School, RAA, The Ashcombe, The Warwick School, Reigate College	Tuition	The University of Sussex
19	English	T716	The Ashcombe, The Warwick School	Salaried	The University of Sussex

20	English with Drama	F861	Reigate College	Tuition	The University of Sussex
21	English with Media Studies	Q530	Oxted School, Reigate College	Tuition	The University of Sussex
22	Geography	V262	Oxted School, Reigate College, RAA, The Ashcombe	Tuition	The University of Sussex
23	History	A576	Oxted School, Reigate College, RAA, The Ashcombe School, The Warwick School	Tuition	The University of Sussex
24	Maths	P922	Oxted School, Reigate College, RAA, The Ashcombe, The Warwick School	Tuition	The University of Sussex
25	Maths	R785	The Warwick School	Salaried	The University of Sussex
26	Media Studies	B165	Reigate College	Tuition	The University of Sussex
27	MFL (French & Spanish)	J522	Oxted School, RAA, The Warwick School	Tuition	The University of Sussex
28	MFL (French & German)	D837	The Ashcombe	Tuition	The University of Sussex
29	MFL (French, Spanish & German)	B342	Reigate College	Tuition	The University of Sussex
30	Music	W101	Oxted School, The Ashcombe, The Warwick School, Reigate College	Tuition	The University of Sussex
31	Physics	J294	Oxted School, Reigate College, RAA, The Ashcombe	Tuition	The University of Sussex
32	Physics	W184	The Warwick School	Salaried	The University of Sussex
33	Primary	A286 M197	RAA, North Downs Primary	Tuition	The University of Sussex
34	Psychology	R575	Reigate college	Tuition	The University of Sussex
35	Religious Education	Q910	Oxted School, The Ashcombe, The Warwick School	Tuition	The University of Sussex
36	Religious Education	G290	The Warwick School	Salaried	The University of Sussex
37	Social Sciences	F577	Oxted School, Reigate College	Tuition	The University of Sussex
38	Food Technology	TBC	The Ashcombe School	Tuition	The University of Sussex



We believe that teaching is hugely rewarding and exciting and hope that you will make the positive choice to join us at the start of your career. We believe the opportunity to train through School Direct is exceptional and that we, together with the group of schools and university with whom we are working, will provide you with an excellent experience to prepare you as an outstanding teacher and future leader. We look forward to meeting you in the future.

Please contact us if you have any queries or would like to arrange a visit to one of our partnership schools:

www.surreydownspartnership.org.uk

or email Juliette Donaldson, Partnership Co-ordinator;
Donaldson.Juliette@surreydownspartnership.org.uk



Testimonials from Former Trainees



Jordan Rycraft, Physics Teacher, Oxted School

I had always intended to go into a career in teaching following my physics degree. When applying for my PGCE I knew I wanted to be placed at Oxted as I had completed many of my school experience placements there. You couldn't find a more supporting team than the one at Oxted, hence I applied for the School Direct route. Completing the school direct route added so much reassurance compared to other doing the PGCE route. You feel more supported, challenged and have more clarity over where your second placement will be. Training at Oxted through the Warwick Partnership is such a privilege. It is such a large and diverse school meaning that during your training year you are exposed to so much in such a short space of time. The size of Oxted also that means you are constantly surrounded by so many experienced individuals who all play a vital part in the training process.

On a department level it was a privilege to work with a physics department in the top 10% in the country which is very well resourced and staffed. My mentor was extremely supportive and provided a fantastic timetable to stretch and challenge me. The department also has a large team of technicians who would help me plan my practical demonstrations and investigations. Even though I had one mentor it was the department of 19 science teachers who all helped shape my practice across my training year by providing subject knowledge on my non-specialist areas, providing ideas on how to teach various topics and how to deal with classes that we shared.

Every week we would meet for professional studies with other trainees to learn about particular areas of pedagogy which paired well with Friday university sessions. These sessions were also a great way to talk to others in the same boat and listen to their stories and gain their perspective from a different department. Additional to this we would attend a large range of CPD training sessions with other teachers on a weekly basis. These sessions provided everything from Dialogic Teaching to supporting students with visual impairments.

The school direct route with Oxted School, in my opinion, provides the best training route for those wanting to be the best. Its size, diversity and excellence all contribute to making a trainee a well-informed, reflective and adaptable teacher.

Jordan Rycraft
Physics Teacher, Oxted School.



Laura Mayne (English Teacher at The Ashcombe School, Dorking)

I left University and went straight into a career in London but found myself always doing volunteer outreach work with schools. I soon realised that I much preferred the challenges that the classroom brings and decided to commit to a year-long teacher training course. There are many different teacher-training courses now, which can be slightly overwhelming; but it does mean that there is an available route into teaching to suit different individual needs (the stage you are at in your career, your home and family demands, the degree and A-Levels you have, your financial situation etc.) The various courses offered provide for everyone wishing to embark on a teaching career. I knew I wanted to specifically train in a mixed local comprehensive school and I was interested in the PCGE, Teach First and Schools Direct courses offered in Sussex and Surrey schools. After speaking to current teachers and University course leaders, I decided that I was best suited to the Schools Direct training route.

The Schools Direct programme requires you to have spent time in employment, which is great as it means your training school will recognise your level of previous experience. I found that my mentor (and the wider SMT team) both respected my experience and were keen to find ways in which to enable me to draw on skills I had already developed during my previous career. They were also sensitive to everything that was new to me about school life (particularly the unpredictable nature of students' behaviour in the classroom) and ready to support me in every way possible. The training programme means you hit the ground running with your own classes to prepare for and lessons to teach but this definitely suited my independence and enthusiasm. I could readily seek feedback from observations and support and guidance at weekly mentor meetings. Because Schools Direct trainees spend the majority of time in school (from the first term you only attend University once a week), I felt fully immersed in the wider school community from the very beginning. This made training at the Ashcombe all the more enjoyable as there was so much going on to get involved in (school productions, Christmas Bazaars, Charities Week, Sponsored Walk etc.... the list could go on and on...) There were also extra responsibilities that I was required to commit to such as Parents' Evenings and weekly departmental and pastoral meetings, but experiencing these demands was valuable preparation for my NQT year.

As part of the Schools Direct training programme, you are required to commit to a placement in another school; however, this is often shorter than the average second training placement. As the teaching demands during this second placement were not quite so intense to begin with, it enabled me to carry out more lesson observations than I had done previously and also provided me with an insight into a similar comprehensive ethos but very different styles of management, behavioural policies, pastoral support frameworks, exam board choices and individual teaching strategies. My lead school, The Ashcombe, were very keen for my placement at this second school to facilitate the sharing of best practice and I enjoyed feeding back about my experience during INSET training.

A salaried Schools Direct Training placement is certainly intense and the expectations of trainees are very similar to that of an NQT; so it is excellent preparation for the realities of a long term teaching career but it does require trainees to be confident from the first day when you will step into your own classroom and begin teaching your own lessons – a very exciting prospect!





Charlotte Glass (School Direct Trainee in English)

Having known for several years that I wanted a career in teaching, I found the choice of applying for a teacher training programme an easy one. However, with a few training routes now being offered, at first it seemed like a daunting process; I was quickly proved wrong through the application of the School Direct placement. Having researched into the

direction it took, the clear opportunity for an inclusive school experience greatly appealed. From the outset I was treated like any other member of staff, with responsibilities and expectations helping me to fully immerse myself into the school's environment and culture. This was hugely beneficial, especially helping the relationship with my students who also recognised me as an equal member of the teaching team and not a trainee-student. The expectations of me were the same as a fully qualified teacher: INSET days, staff training evenings, parents' evening and extra-curricular activities are just a few examples of the opportunities you have, to help fully engage and enjoy the career choice. Being treated in this manner meant that I immediately began to experience the rewarding role that a teacher has.

However, I was far from being alone with these new responsibilities and demands. The supportive team ensured I was never left panicking over the new experiences I encountered on a day-to-day basis. Thanks to my Professional Tutor and Mentor, I was able to receive continuous feedback and advice on how to further improve and better my teaching ability. My Mentor kindly ensured she was available any hour of the day, so that I did not feel unsupported or alone within this new role. If I stumbled upon a difficult or unfamiliar scenario, I knew that I could ask any member of the team to assist my understanding and actions, whilst still being able to maintain the professional role required for the placement.

In terms of my teaching and lesson planning, my placements ensured I was observed in every lesson: a daunting prospect at first, but one that proved extremely helpful and practical throughout my experience. After every lesson I received feedback and suggestions as to how to continually better myself and improve my teaching practice. My Mentor regularly helped guide and support my planning ideas, helping me to equip myself with not only the subject of English, but the wider school responsibilities and roles required of a teacher.

Not only did the school provide a vast assortment of extra training and opportunities, but the supporting University also ensured progress and improvement was taking place. By attending University one day a week, I was able to take the time to acknowledge the requirements of the course and receive extra instruction and methods that I could then adapt to my lessons. The University supplied a vast array of lectures and resources that deepened my understanding of the role, as well as offer talks from leading professional within the teaching institution. Overall, this route has proved to be a challenging but enriching experience. The structure and support has ensured a stable pathway, alongside allowing an independently inclusive experience to learn and progress within.



Dr. Cate Waters (School Direct Trainee in Science)

The School Direct training route appealed to me for a number of reasons; it allowed me to have some choice with regard to the school that I was going to train in, I was able to meet the professional tutors at a teaching development event prior to visiting the school and I was able to meet my mentor, the students and other staff before applying for a place formally.

This was important for me as a mature student.

Once on the programme I was present on the first staff-training day of the year. I was introduced to all the staff and learnt about important issues such as child safeguarding and the school's vision. All this meant that as I began the process of learning how to teach I felt comfortable in the school and fully supported.

As a School Direct Trainee the school has been able to contribute to progressing my fuller development as a teacher. I have been involved with the school's training programmes, school trips and clubs, as well as celebrations. As a Science Trainee I have found it really helpful to have the time to form good relationships with all the staff including the technicians and to benefit from their wealth of knowledge. I really have felt 'part of the team'.

The school has also organised complementary placements in order that I can gain a broad base of experience in other schools and across all the Key Stages.

School Direct combines the school training with university based teaching. This involves a three-week induction period followed by one day a week at the university. The course covers specialist subject knowledge and educational theory. This makes it possible to gain a PGCE as well as QTS.

In conclusion, as a School Direct trainee you are able to benefit from all that the university has to offer. In addition, you are able to meet the staff and students at the school in which you will be predominantly working prior to applying for a place. The school experience is fuller and you are able to develop strong relationships with many of the staff at the school; their experience and support has hugely enhanced my learning from and enjoyment of the year.

