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|  | **Selection and Pre-enrolment for Initial Teacher Education at LJMU****For September 2020**A guide for your journey into teacher training with Liverpool John Moores University |
| **The purpose of this booklet is** to prepare you in the transition from your selection day towards becoming a beginning teacher. It is designed for successful applicants, with an offer for a School Direct or University-based primary or secondary programme with Liverpool John Moores University. Please ensure that you keep this document, as it contains essential information that you will need between your interview and enrolment at the end of the summer. |
| **LJMU Admissions and Academic Teams**Initial Teacher Education |



**“There is a true partnership commitment to ensuring that training programmes provide ‘well-qualified, committed and socially engaged’ teachers to meet the needs of pupils in the north west of England and beyond.”**

**“Across both primary and secondary phases, the proportion of trainees who find employment locally, nationally and internationally is consistently high. Leaders in employing schools value the partnership’s training programme and the contribution that newly qualified teachers (NQTs) make to the learning and progress of pupils”.**

(LJMU Partnership, OFSTED report 2018)



**Selection and Pre-enrolment for Initial Teacher Education at LJMU**

A guide for your journey into teacher training with Liverpool John Moores University

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| **Name:** |  |
| **Phase:** | **Primary 3-7** / **Primary 5-11** / **Secondary 11-16**(circle as appropriate) |
| **Subject/route:** (where appropriate) |  |
| **Programme:** | **LJMU Core[[1]](#footnote-1)** / **School Direct (fee paying)** /**School Direct (Salaried) / Opt-in (Uni. of L’pool)**(circle as appropriate) |
| **Lead School:** (School Direct ONLY) |  |
| **Selection Day:** | **Date:** |  |
| **Venue:** |  |
| **Offer**(Check UCAS for details after interview) | **Date:** |  |
| **Conditions:**  |  |
|  |

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# Introduction

Congratulations on being invited for interview for initial teacher education on a University-based or School Direct programme with Liverpool John Moores University. The purpose of this booklet is to prepare you in the transition from your selection day towards becoming a beginning teacher. It is designed for successful applicants, with an offer for a School Direct or University-based primary or secondary programme with Liverpool John Moores University. Please ensure that you keep this document, as it contains essential information that you will need between your interview and enrolment at the end of the summer.

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| **Notes from the Selection day** |
|  |
| **The enrolment/start date for my programme is:** |
|  |

# Your LJMU Offer

You will access the outcome of your offer via UCAS[[2]](#footnote-2), typically within 2 to 5 working days – unless indicated otherwise. The responses will either be:

1. Reject[[3]](#footnote-3)
2. Conditional Offer (this is standard given the requirement for all applicants to have a DBS check and Health screening questionnaire. Other conditions may apply. Please check UCAS carefully.)

**Conditions of offer**

Conditions of offer are outlined on UCAS and you must read them carefully, to ensure that you are able to successfully enrol on and join your course. It is your responsibility to ensure conditions are completed by August, to enable you to start your initial teacher training programme.

Please note that we will expect all of your conditions to have been met by **no later than 1 week prior to the enrolment/course start date** (see below). Therefore, you must ensure that you put following dates in your diary/calendar, to enable a smooth enrolment onto your programme.

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| --- | --- | --- |
| **Programme** | **Action** | **Date** |
| School Direct[[4]](#footnote-4) | Conditions deadline | Tuesday 18th August 2020 |
| Enrolment/course starts | Tuesday 25th August 2020 |
| PGDE LJMU Core[[5]](#footnote-5) | Conditions deadline | Tuesday 25th August 2020 |
| Enrolment/course starts | Tuesday 1st September 2020 |

Failure to meet your conditions of offer will mean that you are unable to take your place on the course. If you are unable to evidence them, you are advised to contact the LJMU Admissions Team as a matter of urgency, to discuss options.

 The contact details for the LJMU Admissions Office are: education@ljmu.ac.uk Tel: **0151 231 3000**

**The typical conditions of offer are:**

1. Proof of GCSE certificates needed
2. Proof of Degree certificate needed
3. Complete Enhanced DBS Check
4. Complete Medical Clearance (return Health questionnaire)

And sometimes:

1. School Experience (evidence needed if a **condition** of offer)
2. Subject Knowledge Enhancement (evidence needed if a **condition** of offer)

Details of these conditions are described below. Identify carefully which ones you need to complete and ensure you provide evidence where required to education@ljmu.ac.uk

**1. GCSE Certificates**  🞏 Completion date: \_\_\_\_\_\_\_\_\_\_\_\_\_

All applicants for initial teacher training courses are required to provide proof that they have a GCSE Grade C/4 or above in English Language and Mathematics, or equivalent. Primary applicants are also required to have GCSE Grade C/4 or above in Science, or equivalent. If you did not supply the relevant proof at interview, doing so will be a condition of your offer. On some programmes, applicants without the relevant GCSE may either enrol on a GCSE course (e.g. through a further education establishment or other adult education service) or undertake a GCSE equivalence test, such as those offered by some higher education institutions (e.g. Edge Hill University).

You may have passed your GCSEs but not supplied appropriate evidence at your interview. The original GCSE certificates (or exam board certified statement of results from the assessment organisation) are required as evidence in order to enrol on and commence the course. If you do not have one or more of your certificates (or a certified statement of results), it is your responsibility to apply for these from the relevant assessment organisation. Statements from schools are not accepted. **Applying for duplicate copies of certificates takes a minimum of 4 weeks** and should be actioned well in advance of your start date.

**2. Degree Certificate**  🞏 Completion date: \_\_\_\_\_\_\_\_\_\_\_\_\_

All applicants for initial teacher training courses are required to provide proof of the completion, and grade, of their undergraduate degree at interview or before enrolment, for candidates in their final year of study. Degree classifications of 2.2 or above with honours, unless stated otherwise, are requirements for candidates enrolling on initial teacher training programmes with LJMU. If you have any queries about the eligibility of your degree, or you fail to achieve at least a 2:2 you must contact an LJMU Admission Officer (contact details above).

**3. Enhanced DBS Check** 🞏 Completion date: \_\_\_\_\_\_\_\_\_\_\_\_\_

The successful completion of an enhanced Disclosure and Barring Service (DBS) check is a national requirement for initial teacher training courses in England. These will be undertaken with the LJMU Admissions Team, in the summer term prior to enrolment, who will contact you with details.

Please note that DBS certificated issued by other institutions are not acceptable unless you are signed up to the DBS Update Service[[6]](#footnote-6). If you have signed to, and paid for, the update service, email your DBS number to your LJMU Admission Officer (contact details above).

You will receive an email outlining the DBS application process during May[[7]](#footnote-7), and it is essential that you complete it, as per the instructions, or you will not be able to enrol on nor start the course without a current enhanced DBS in place. Again you are advised to give yourself plenty of time for this, particularly if you have lived abroad.

**4. Medical Clearance** 🞏 Completion date: \_\_\_\_\_\_\_\_\_\_\_\_\_

All applicants for Qualified Teacher Status (QTS) programmes need to satisfy the national requirements for ‘Fitness to Teach’. If you are in any doubt about your fitness to teach, you should visit [www.education.gov.uk](http://www.education.gov.uk), which will enable you to self-assess yourself and ensure that you are able to teach under the Department for Education recommendations.

The Medical Clearance questionnaire will be emailed during May and must be completed and returned, as per instructions, prior to enrolment.

**6. School Experience** 🞏 Completion date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Additional school experience may sometimes be a condition of offer, and specific requirements will be detailed on UCAS with your offer. Common requirements for school experience are the number of days (typically 5 to 10 days) and the type of school setting. School experience is typically observation within your subject and/or phase, but may also include supporting in lessons.

Evidence, such as a signed letter on school headed paper, must be emailed to your LJMU Admissions Officer by July (contact details above).

**7. Subject Knowledge Enhancement** 🞏 Completion date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Knowledge Enhancements (SKE) are funded by the Department for Education and designed as booster courses for candidates who require support developing their subject knowledge for teaching; undertaken prior to enrolling on an initial teacher training programme. SKEs are available in shortage subjects and range in length from 8 to 28 weeks. A variety of SKE providers are available for candidates to choose from, including online and face-to-face options. The national SKE directory is available at:

<https://www.gov.uk/government/publications/subject-knowledge-enhancement-course-directory>

**If SKE is specifically stated as a condition of offer on UCAS, you will be required to provide evidence that you have completed the course prior to or at enrolment.** Candidates who do not expect to complete their SKE conditions prior to enrolment must contact the LJMU Admissions Office before enrolment (contact details above).

# General Information

**Please ensure that your details on UCAS are updated and kept up to date** until you have enrolled, including your, **email**, **phone number** and **address**.

**Enrolment and induction dates**

All candidates are required to attend their course from the enrolment and induction period through to the end of the programme. Please note that initial teacher training courses with LJMU are full time professional programmes. Trainees should avoid booking holidays and/or travel without checking term dates and the calendar for placements and training, School term dates vary so trainees should not book holidays before they are advised of their school placement and have checked holiday dates.

School Direct programmes commence on the last Tuesday in August

University-based programmes commence on the first Tuesday in September

University programmes finish on the last Friday in June. Some School Direct partnerships may require trainees to remain in schools until the end of the school year[[8]](#footnote-8). School Direct trainees should clarify this with their lead school.

Attendance on placement and training days are a requirement and you must let us and/or your lead school know, as a matter of priority, if you have prior commitments arranged **before your interview** which cannot be changed.

**Target setting and preparing for the course**

General preparation tasks for **all** trainees are included in this document (see below). You will also receive a personalised target and tasks via email, from the LJMU Admissions Team by April, or from your Lead School if school Direct. You should endeavour to complete these activities prior to enrolment on to the programme**.**

**Withdrawing from you offer**

We understand that personal circumstances may change, and some candidates may need to withdraw from their offer. If you choose to do this, please let us know as soon as possible to enable us to offer your place to other applicants.

# Funding and Bursaries

There are three types of funding available for teacher training - depending on your circumstances, you could receive all three:

* Tax-free bursary or scholarship
* Tuition Fee Loan and Maintenance Loan
* Additional financial support if you’re a parent or have a disability

Details on bursary or scholarship eligibility can be found on the Department for Education’s ‘Get into Teaching’ website at:

<https://getintoteaching.education.gov.uk/funding-my-teacher-training/bursaries-and-scholarships-for-teacher-training>

Bursary and Scholarship payments are in **10 equal monthly payments** (depending on your eligibility), which are normally made on the **first Friday of the month** commencing in October, through to July, whilst training.

You will receive an email, following your enrolment, confirming bursary amounts, to reflect your entitlement as indicated at the link above.

**Student Loans**

Student loans can be applied for through Student Loans Company via <https://www.slc.co.uk/>.

**Salaried School Direct**

Funding for Salaried School Direct trainees is arranged and agreed with employing schools. Salaried Trainees are not entitled to loans or bursaries as they will receive a salary from their employing school during their training. **Salaried trainees MUST obtain a Sponsorship letter from their employing schools, which confirms that the school is responsible for paying the PGCE fees. A template letter can be obtained from Sara McNally in the LJMU admissions team via** **education@ljmu.ac.uk** **and must be returned by the Salaried trainee to the LJMU admissions team on School Headed paper, signed by the Head Teacher of the employing school.**

# Timeline

It is your responsibility to ensure that you have met your conditions for enrolment and are prepared to commence your course. Therefore, you must check for emails with required actions from the LJMU Admissions Team. The table below outlines the typical timeline.

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| --- | --- | --- | --- |
| **Month** | **Action** | **Received** | **Actioned** |
| By April (or later if your interview is after this point) | Email from LJMU Admissions or from your lead school if School Direct, with *your personalised target and tasks* |  |  |
| May-June | Email from LJMU Admissions with application details for your *Enhanced DBS Check* |  |  |
| May | Email from LJMU Admissions regarding your conditions of offer |  |  |
| May-June | Email from LJMU Admissions with the *Medical Clearance questionnaire* |  |  |
| June | Reminder email from LJMU Admissions regarding your outstanding conditions of offer |  |  |
| July  | Email from LJMU Admissions with information on *Enrolment and Induction*  |  |  |
| August | Offers updated to *unconditional* *in UCAS*, as conditions are met |  |  |
| September | Email from LJMU Admissions with information on *bursary payments*, on completion of enrolment |  |  |

# Pre-course Tasks

The following tasks are designed to ensure that you start your course in August (School Direct) or September (LJMU Core) fully prepared. Please follow the action plan below and bring this booklet to your first tutorial, during the induction period. **See the reference page for links to policy documents.**

**1 The Curriculum**

Read the statutory curricular framework(s) for the relevant key stages (see below).

**Primary 3-7:** read the Early Years and Foundation Stage statutory framework (DfE, 2014a) and programme of study for key stage 1 (DfE, 2014b).

**Primary 5-11:** read programmes of study for key stage 1 and 2 (DfE, 2014b).

**Secondary 11-16:** read programme of study for key stage 3 (DfE, 2014b)[[9]](#footnote-9) and GCSE Subject Content (DfE, 2014c) in your subject.

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| **Task 1.1**Compare and make notes on the requirements for learners in different key stages in your phase of training[[10]](#footnote-10) (continue on notes pages, if required) |
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| **Task 1.2**Reflect on the implications of the curriculum for your subject knowledge for teaching. Set yourself some initial goals in order to develop your subject knowledge in key areas (continue on notes pages, if required) |
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**2 Transition**

Read the statutory curricular framework(s) for the key stages preceding and following the phase that you intend to train to teach (see below).

**Primary 3-7:** read the programme of study for key stage 2 (DfE, 2014b).

**Primary 5-11:** read the Early Years and Foundation Stage statutory framework (DfE, 2014a) and programmes of study for key stage 3 (DfE, 2014b).

**Secondary 11-16:** read programme of study for key stage 2 (DfE, 2014b) and GCE AS and A Level Subject Content (DfE, 2014d) in your subject

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| **Task 2.1**Compare and make notes on the differences between the preceding and following key stages (continue on notes pages, if required) |
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| **Task 2.2**What are the implications for your, as a teacher, for how you understand learners’ transition to and from your phase? |
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**3 The Teachers’ Standards**

Download and read the Teachers’ Standards (DfE, 2011a), including the preamble, Part 1 and Part 2

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| **Task 3.1**Identify and list how, and where, you may already have begun to develop these competences – e.g. during school observation or experience prior to the start of the course (continue on notes pages, if required) |
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**4 Education Policy**

Download and read the following education policy documents, and list the key messages, and any implications for your development as a teacher.

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| **Task 4.1**Unseen Children Report (Ofsted, 2013a) – pages 4 to 7 and 66 to 83. |
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| **Task 4.2**Improving behaviour in schools: guidance report (2018: Education Endowment Foundation) |
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**Make notes in relation to your phase of training, from reading the following:**

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| **Task 4.3**Ofsted (2013b). Moving English forward: action to raise standards in English |
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| **Task 4.4**The Rose Review (Rose, 2006) – pages 3 to 6 |
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| **Task 4.5**Made to Measure Report (Ofsted, 2012) – pages 4 to 10 |
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**Primary 3-7 ONLY:**

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| **Task 4.6**Tickell Review (DfE, 2011b) – pages 5 to 11 |
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**5 Personal Target and tasks[[11]](#footnote-11)**

You should receive an area(s) for development as a personalised target following your offer[[12]](#footnote-12). Please copy your target and any tasks set to achieve it below, and make notes on how you have responded.

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| **Task 5.1**My personalised target and tasks are… |
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| **Task 5.2**I have responded to my targets and tasks by… |
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| **Task 5.3**Evidence that I have achieved my target and tasks is… |
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| **Task 5.4**Implications for my training and development as a teacher are… |
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| **Task 5.5**I have also prepared for teacher training by… |
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**6 My first tutorial[[13]](#footnote-13)**

Bring this document, along with your responses to the pre-course tasks, to your first tutorial and be ready to make notes from the group discussion

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| **Task 6.1**Notes from the group discussion |
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**Confirmation of completion of Pre-ITE tasks**

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| **Trainee signature:** |  | **Date completed:** |  |
| **Tutor signature:** |  | **Date checked:** |  |

# Recommended Reading

In preparation for starting your initial teacher education in August/September, you have been set general and personalised tasks (see above), which involve reading and reflecting on aspects of education policy and teaching in your subject/phase; in preparation for your first tutorial.

The following books/chapters are *suggested* for the primary and secondary phases.

**Primary 3-7 and Primary 5-11**

Medwell, J. (2014). *Primary English: Knowledge and Understanding (Achieving QTS Series)*(7th edition).. London: Learning Matters.

Killen, P. and Hindhaugh, S. (2018). *How Big is a Big Number? – Learning to Teach Mathematics in the Primary School*. London: Learning Matters.

Waugh, D. (2016). *Teaching Grammar, Punctuation and Spelling in Primary Schools (Transforming Primary QTS Series)*. London: Learning Matters.

**Secondary 11-16**

Brown, P.C., Roediger III, H.L. and McDaniel, M.A. (2014). *Make it stick: the science of successful learning*. London: The Belkbap Press of Harvard University Press.

Green, A. and Leask, M. (2016). What do teachers do? In S. Capel, M. Leask and S. Younie. *Learning to teach in the Secondary School: a companion to school experience* (7th edition). Abingdon, UK: Routledge.[[14]](#footnote-14)

Petty, G (2014). *Teaching Today: a practical guide* (5th Edition). Cheltenham, UK: Nelson Thornes Ltd.

In addition, you *may* wish to undertake further reading for your personal and professional development, as well as developing an understanding of classroom management. The following books are suggestions that you might consider:

Dix, P. (2017). *When the Adults Change, Everything Changes: Seismic shifts in school behaviour*. Carmarthen, UK: Independent Thinking Press

Hook, P. and Vass, A. (2011). *Behaviour Management Pocketbook.* Alresford, UK: Teachers’ Pocketbooks.

Stone, D. and Heen, S. (2014). *Thanks for the feedback: the science and art of Receiving Feedback Well* London: Penguin Random House UK.

Wubbels, T. (2011) An international perspective on classroom management: what should prospective teachers learn? *Teaching Education*, 22(2), pp.113-131, DOI:10.1080/10476210.2011.567838

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| **Note:** reading lists will be provide for all your modules when you register; and copies will be available in our Libraries for you to loan, once you have enrolled. |

**Useful Websites**

CCT (2018). *Chartered College* [website]. Accessed at <https://chartered.college/>

CfSA (2018). *The Council for Subject Associations* [website]. Accessed at <https://www.subjectassociations.org.uk/members/>

LJMU *Placements* [website]. Accessed at <http://www.itt-placement.com/>

NASUWT (2018). *NASUWT: The Teachers’ Union* [website]. Accessed at <https://www.nasuwt.org.uk/>

NEU (2018). *National Education Union* [website]. Accessed at <https://neu.org.uk/>

TRA (2018). *Teaching Regulation Agency* [website]. Accessed at <https://teacherservices.education.gov.uk/>

TES (2018). *Times Educational Supplement* [online magazine]. Accessed at <https://www.tes.com/>

# Calendar 2020/21

Please note that Semester 1 module teaching for Primary trainees in on Mondays and Secondary is on Fridays[[15]](#footnote-15). Dates for the additional university training weeks will be available in the Programme Guide, which you will receive a printed copy of, when you enrol. The dates below are based on the Liverpool Local Authority term dates and may vary for trainees placed in other areas. ALL School Direct trainees must attend the full LJMU Summer School.

|  |  |  |
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| **Date** | **Event** | **Notes** |
| Tuesday 25th August 2020 | School Direct Summer School **(4 days full time)** | Enrolment and induction for all School Direct (training and salaried) trainees, 09:00-16:00, Tuesday to Friday  |
| Tuesday 1st September 2020 | PGDE Core Induction | Enrolment and induction for all PGDE LJMU Core (university based) trainees, 09:00-16:00, Tuesday to Friday |
| School Direct Home School  | Beginning of placement experience for all School Direct (training and salaried) trainees |
| Monday 21st September 2020 | PGDE Core Home School | Beginning of placement experience for all PGDE LJMU Core (university based) trainees |
| Monday 26th October 2020 | Directed studies week (aligned with the Liverpool LA school half term holiday)  | Note some Local Authorities may have different half term dates, so check when you commence your placement in September. |
| Friday 18th December 2020 | End of autumn term for School Direct and Core trainees (check your programme calendar for details when you enrol) | Please note that any travel arrangements must be made for after 15:00 on this date, as absence will not be authorised for travel reasons. |
| Monday 4th January 2021 | Start of spring term and placement experience  | Beginning of Alternate Placement for PGDE LJMU Core and School Direct (training) trainees |
| Monday 15th February 2021 | Directed studies week (aligned with the Liverpool LA school half term holiday) | This week is *normally* fixed for all PGDE LJMU Core and School Direct (training) trainees. |
| Friday 2nd to Monday 5th April 2021 | Easter bank holiday weekend (check your programme calendar for details when you enrol) | Trainees follow the holiday pattern for their Home School for (typically) two weeks as directed studies. |
| Monday 24th May 2021 | Directed studies week (aligned with all schools half term holiday) | This half term break is normally shared by all schools. |
| Monday 28th June 2021 | Professional transition week – sign-off tutorials and NQT preparation | Most trainees’ finish the school experience on Friday 19th June. |
| Friday 2nd July 2021 | Last day of the course | With the exception of any trainees required to undertake additional days on placement or some school direct trainees.  |

# References

DfE (2014a). *Early years foundation stage statutory framework (EYFS)* [policy document]. Retrieved from <https://www.gov.uk/early-years-foundation-stage>

DfE (2014b). *The national curriculum* [policy document]. Retrieved from <https://www.gov.uk/national-curriculum>

DfE (2014c). *GCSE subject content: documents for schools about GCSE content* [policy document]. Retrieved from <https://www.gov.uk/government/collections/gcse-subject-content>

DfE (2014d). *GCE AS and A level subject content: documents for schools about GCE AS and A level subject content for teaching from 2015, 2016, 2017 and 2018* [policy document]. Retrieved from <https://www.gov.uk/government/collections/gce-as-and-a-level-subject-content>

DfE (2011a). *Teachers’ Standards: guidance for school leaders, school staff and governing bodies* [policy document]. Retrieved from <https://www.gov.uk/government/publications/teachers-standards>

DfE (2011b). *The early years: foundations for life, health and learning - an independent report on the early years foundation stage to Her Majesty's government* [policy document]. Retrieved from <https://www.gov.uk/government/publications/the-early-years-foundations-for-life-health-and-learning-an-independent-report-on-the-early-years-foundation-stage-to-her-majestys-government>

DfE (2010). *Religious education in English schools: guidance to support the provision of high-quality religious education (RE) in local-authority-maintained schools* [policy document]. Retrieved from <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

Improving behaviour in schools: guidance report Education Endowment Foundation (2018) <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

LJMU (2018). Partnerships with schools: School of Education [website]. Accessed at <https://www.ljmu.ac.uk/about-us/faculties/faculty-of-education-health-and-community/school-of-education/partnerships-with-schools>

Ofsted (2013a). Unseen children: educational access and achievement 20 years on [report]. Retrieved from <https://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on>

Ofsted (2013b). Moving English forward: action to raise standards in English [report]. Retrieved from <https://www.gov.uk/government/publications/moving-english-forward>

Ofsted (2012). *Mathematics: made to measure* [report]. Retrieved from <https://www.gov.uk/government/publications/mathematics-made-to-measure>

Rose, J. (2006). *Independent review of the teaching of early reading* [final report]. Retrieved from <http://dera.ioe.ac.uk/5551/2/report.pdf>

# Notes

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1. ‘Core’ refers to the University-based Postgraduate Diploma Education (PGDE) at Liverpool John Moores University (LJMU) [↑](#footnote-ref-1)
2. Note: University of Liverpool ‘Opt-in’ students apply directly to LJMU in the second year of their degree programme. [↑](#footnote-ref-2)
3. Unsuccessful candidates are welcome to contact the LJMU Admissions Team for feedback to inform future applications and interviews. [↑](#footnote-ref-3)
4. Including Salaried School Direct. [↑](#footnote-ref-4)
5. Primary and Secondary. [↑](#footnote-ref-5)
6. See <https://www.gov.uk/dbs-update-service> [↑](#footnote-ref-6)
7. **Salaried School Direct:** DBS is issued by your employing school, and you should make arrangements with them and then email your DBS number to education@ljmu.ac.uk [↑](#footnote-ref-7)
8. Salaried School Direct trainees are employed by the school and complete the full school year on the course, up to the summer break. [↑](#footnote-ref-8)
9. Non-national curriculum subject specialist should review the relevant aspects of: the English programme of study for **drama** and **media**; physical education for **dance**; geography and/or history for **sociology**; and for **religious education**, the DfE guidance to schools (DfE, 2010). [↑](#footnote-ref-9)
10. i.e. the age range in which you are intending to train to teach – i.e. Primary 3-7, Primary 5-11 or Secondary 11-16. [↑](#footnote-ref-10)
11. University-based ‘PGDE Core’ and School Direct only – Salaried School Direct trainees do not complete Task 5. [↑](#footnote-ref-11)
12. PGDE and Opt-in students receive this from the LJMU Admissions Team and School Direct students from their Lead School. [↑](#footnote-ref-12)
13. University-based ‘PGDE Core’ and School Direct only – Salaried School Direct trainees use do not complete Task 6. [↑](#footnote-ref-13)
14. See https://www.routledge.com/Learning-to-Teach-Subjects-in-the-Secondary-School-Series/book-series/LTTSS for information on the series [↑](#footnote-ref-14)
15. With the exception of ‘offsite’ School Direct programmes (Turton School and Knutsford Academy). Salaried School Direct (primary and secondary) trainees have module teaching on Fridays in both Semester 1 and 2. [↑](#footnote-ref-15)