School Direct
Teacher Training

with

St Paul’s
Caritas Christi

Provider Code 242
2020 - 2021
CARITAS CHRISTI IN URBE
‘Securing the future of Catholic Education in the inner city Birmingham area’
School Direct PGCE

School Direct is a programme where schools or partnership of schools apply for trainee teacher places. This means that schools can choose the teacher training provider they wish to work with. Schools recruit the trainees they want, and if possible the trainees will go on to teach in their school, or another school in their partnership, once qualified.

Why train with us?

St Paul’s School for Girls is an outstanding Catholic Secondary school which works in collaboration with a number of Catholic primary and secondary schools, forming the Caritas Christi group, having been involved in School Direct for 4 years and following our experience of being Lead School for the Bishop Challoner Teaching School Alliance (2016 – 2017). This alliance worked with over 40 schools. We have combined our experience in order to set up this alliance in order to develop the role of existing schools who have extensive experience of supporting new schools to offer school based initial teacher training. We have a cross-phase alliance of 14 schools, both secondary and primary located across the inner city region of Birmingham. The Caritas Christi group of schools have formalised a Catholic based regional network of schools, using their collective experiences to provide extensive support to staff and trainees. Our close partnership of inner-city schools, universities and other organisations are important to us because our schools are addressing similar needs and challenges: for example, very high levels of EAL, SEND, poverty and low baseline achievement in diverse communities which need our support. We are dedicated to reducing inequalities and giving children every opportunity to succeed at school and beyond. We are all committed to the best possible achievement for our children and staff and we set expectations high so that community aspirations can be raised.

We have a strong track record of training teachers, we can offer a large number of subjects and primary places. We are keen to develop the next generation of teachers. St Paul’s Caritas Christi works in partnership with The University of Birmingham, Newman University and the University of Warwick (Ofsted Outstanding for Initial Teacher Education) for all of our secondary subjects and the primary (general) programme, providing high quality courses and support for trainees. There are experienced mentors in our schools who will support you throughout your training year. All mentors undertake training for their role every year with the University and with the alliance. We have an ITT Support Team, which consists of experienced professional/lead mentors from our schools.
Caritas Christi Schools

- St Augustine's Catholic Primary School
  www.staugust.bham.sch.uk/
- St Chad's Catholic Primary School
  www.stchadsprimary.co.uk/
- St Clare's Catholic Primary School
  www.stclare.bham.sch.uk/
- St Edmund's Catholic Primary School
  www.stedmund.bham.sch.uk/
- St Francis' Catholic Primary School
  www.stfranrc.bham.sch.uk
- St Joseph's Catholic Primary School
  www.stjosb7.bham.sch.uk/
- St Gerard's Catholic Primary School
  www.stgerard.bham.sch.uk
- St Patrick's Catholic Primary School
  www.stpatrc.bham.sch.uk/
- St Teresa's Catholic Primary School
  www.stteresa.bham.sch.uk/
- St Vincent's Catholic Primary School
  www.stvincentsbham.co.uk/
- St Chad's Catholic Primary School
  www.stchadsprimary.co.uk/
- Sacred Heart Catholic Primary School
  www.sacredheart.bham.sch.uk/
- The Oratory Primary School
  www.oratory.bham.sch.uk/
- St John Wall Catholic School
  www.sjw.bham.sch.uk/
- St Paul’s School for Girls
  www.stpaulgl.bham.sch.uk

Please see our website for further details about the Caritas Christi schools
### School Direct subjects – 2020 - 21

The provisional list of subjects can change as places are filled and due to changes in allocation from the NCTL (National College for Teaching and Leadership):

<table>
<thead>
<tr>
<th>Subject / Code</th>
<th>Provider</th>
<th>Course type</th>
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<tbody>
<tr>
<td>Primary / 36MJ</td>
<td>Newman University</td>
<td>Primary</td>
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<tr>
<td>Biology / 36MM</td>
<td>Newman University</td>
<td>Secondary</td>
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<tr>
<td>English / 36MK</td>
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<td>Secondary</td>
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<tr>
<td>Geography / 36MP</td>
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<td>Secondary</td>
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<tr>
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<tr>
<td>Mathematics / 36YK</td>
<td>Newman University</td>
<td>Secondary</td>
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<tr>
<td>Religious Education / 36XV</td>
<td>Newman University</td>
<td>Secondary</td>
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<tr>
<td>Dance / 387J</td>
<td>Newman University</td>
<td>Secondary</td>
</tr>
<tr>
<td>Primary (5 – 11) / E616</td>
<td>University of Birmingham</td>
<td>Primary</td>
</tr>
<tr>
<td>Biology / 3CWZ</td>
<td>University of Birmingham</td>
<td>Secondary</td>
</tr>
<tr>
<td>Chemistry / 3CWY</td>
<td>University of Birmingham</td>
<td>Secondary</td>
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<tr>
<td>Physics / 3CX5</td>
<td>University of Birmingham</td>
<td>Secondary</td>
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<tr>
<td>English / 3CWX</td>
<td>University of Birmingham</td>
<td>Secondary</td>
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<tr>
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<td>University of Birmingham</td>
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<td>Secondary</td>
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<tr>
<td>MFL Spanish / E223</td>
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<td>Secondary</td>
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<td>Primary</td>
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<td>Chemistry / 2YXL</td>
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<td>Secondary</td>
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<td>Secondary</td>
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<td>Secondary</td>
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<tr>
<td>Modern Languages / 2YYF</td>
<td>University of Warwick</td>
<td>Secondary</td>
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<tr>
<td>Religious Education / 2YYW</td>
<td>University of Warwick</td>
<td>Secondary</td>
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What qualifications do I need?

- At least a grade C in GCSE English and Mathematics (or equivalent), and for those training to teach in Primary schools at least a grade C in Science (or equivalent).

- A university first degree, usually classification 2:2 or above (or equivalent). Equivalent overseas qualifications, as confirmed by the National Recognition Centre (NARIC)

Recent School Direct Trainees:

What support is given during this training programme?

You will be trained in a highly supportive and aspirational environment that will enable you to develop the professional knowledge, necessary skills and expertise for the delivery of creative, purposeful and challenging teaching and learning.

The school-based training will be delivered by our teachers who have a wide range of experience and expertise within the partnership schools. This will be enhanced by regular attendance at university. You will be assigned to one of the schools in the partnership in which you will complete extended teaching placements in the autumn and summer terms. In the spring term you will undertake a teaching placement in another of our partner schools. All schools have comprehensive intakes and you will gain valuable experience of working with young people of all abilities. You can express a preference for a placement at a specific school in the partnership but we cannot promise to meet your request.

You will be assigned two mentors from the staff of your assigned school, one from your subject area and one from the senior leadership team. Our mentors are outstanding teachers who are required to undertake a rigorous training programme to develop their mentoring skills. This includes coaching, effective classroom observation and feedback skills.

From the beginning you will be treated as a full member of staff and will attend staff meetings and INSET opportunities, including full staff development days. You will be in school from the beginning of the school year so you will feel part of the team from day one.
Read their stories about the course from our school direct trainees and members of teaching staff:

AGNES Sadka – Mathematics School Direct

My main reason to pursue the teaching career was to help pupils with the subject that I am most passionate about, mathematics. As a Warwick graduate, I decided to get into teaching with a university that I can really rely on throughout the course of my studies. This is the reason why I chose to complete my PGCE at the University of Warwick; it has offered a very good support and guidance during my placement. The induction has helped me to familiarise myself with the high expectations of the course and gave me an opportunity to meet my mentors as well as other trainees.

My choice for training with St Paul’s School for Girls was based on their excellent Ofsted report. The school has met and exceeded my expectations; the teachers use their expert subject knowledge thoughtfully and the school’s staff is incredibly supportive. However, what makes this school a truly outstanding one is its relationship between teachers and students. Pupils have a lot of trust and confidence in their teachers, which results in great academic success. As pupils are supported at every stage of their studies, they become independent and resilient learners. Therefore, I am not surprised that the school’s mantra is as follows: ‘I am a St Paul’s girl; there’s nothing I cannot achieve.’
ELLIE CARTER – HISTORY School Direct

I decided to take the school direct route to complete my teacher training as I felt it was the route that provided the most support. Through the Teaching School Teaching Alliance I have the support of Warwick University and of my base school, St. Paul’s School for Girls. This works well as Warwick University provides the essential pedagogical knowledge needed to become a teacher whilst Bishop Challoner and St. Paul’s provide the practical training. Being in school since September has been extremely useful as it has meant I have become a part of the school community. Whilst I am a trainee teacher, students and other teaching staff alike see me as another member of staff. This has made me feel extremely comfortable within the school environment and has enabled me to quickly settle into this training year.

The structure of the course has allowed me to make some positive developments early on in my training. Monday to Thursday is spent at school and so far this has enabled me to gain a sound understanding of the day to day running of the school. I have been placed with a form group and this has allowed me to understand the pastoral support that is essential within the school environment. During this time I have also played an active role in KS3 and KS4 history lessons.

Consistently being at school for four days a week since September has allowed me to immerse myself in these lessons and to become a part of the history department. This has eased the transition when taking lesson starters as from the first day of school students have looked at me as another member of staff. Every Friday I am at Warwick University and this has allowed me to develop my pedagogical knowledge. It has also allowed me to engage with other history teacher trainees. These sessions where I am able to compare and contrast my experiences with other students has been an invaluable support network. It has allowed me to review my early teaching practices and to learn from the experiences of other trainees. The tips shared at university has been another major key when developing my own teaching philosophy.

Overall I would highly recommend the school direct route as already I can recognise how supportive the teaching school, the university and the base school is. I have been lucky enough to be placed in a school that has an outstanding history department that are willing to take the time to support me. After my first month in this course I am extremely excited to carry on with my training year and to watch my career as a history teacher develop.
When applying to do my School Direct teacher training, St Paul’s School for Girls was my first choice. With an Outstanding Ofsted report, St Paul’s stood out to me as the ideal place to learn the craft of teaching. Following my interview, I knew that the school was the right place for me, as the warm and welcoming atmosphere made me feel right at home. Mrs Atterbury, who co-ordinates teacher training at the school, helped me to feel calm and confident prior to my interview, and has since been an excellent source of support and advice throughout my training year.

As a trainee in the English department, I have benefitted from the wisdom of staff who are experienced, passionate, and committed. My subject knowledge has been developed and nurtured; I have observed outstanding teaching; and I have learned, with support and guidance, how to teach in a way that enthuses both me and my pupils.

The pupils at St Paul’s are wonderful: they are willing to try new things; dedicated to their learning; and respectful and polite. As a trainee, this has allowed me to try new teaching techniques with success and to learn positive behaviour management with pupils who are eager to succeed.

The academic side of the course, fulfilled by the University of Warwick, has allowed me to explore the theory behind my teaching practice, as well as delving into the long history of the teaching profession. As an English trainee, the subject knowledge of the specialists at Warwick has enhanced my own knowledge and given me ideas on the best ways to teach some of the abstract and complex topics of English. Having had excellent academic mentors at Warwick, I plan to complete my Masters in Professional Education in the near future, allowing me to continue learning and developing as an educator.

I would unreservedly recommend pursuing teacher training with St Paul’s School for Girls: the warm atmosphere, dedicated staff, and enthusiastic pupils make it the ideal environment for trainee teachers to learn how to become the best teacher they can be.

Teacher Training with St Paul’s School for Girl’s was my first choice when applying for training schools under the School Direct Scheme due to their excellent Ofsted results and ethos to learning. I am happy to say that my high expectations have been met and exceeded and I am finding the in-school experience to be tailored to my needs with both my subject mentor and professional mentor guiding and tutoring me, allowing me to grow and develop at a rate best suited to me.

Before starting in September the whole School Direct cohort had a two-week induction where we met our Warwick University course leaders and our fellow trainees. The induction not only allowed us to become comfortable with new surroundings but also delivered some interesting and engaging lectures that apply to my school experience. From pedagogical approaches, to engagement and behaviour management; the induction aimed to have us as comfortable as possible when we entered school at the start of September. The opportunity to observe teachers from all subjects was a huge help and a great learning experience for me and when I came to doing my own starters and plenaries a few weeks into the course I felt that I already had a variety of ideas and tools from both St Paul’s and Warwick University.

I feel that the great advantage of the School Direct route is that I am enjoying the benefits of learning the job as well as a receiving a top class academic education through weekly session at both Warwick and with the alliance that help keep my knowledge fresh and in the forefront of my mind and in my classroom approach.

I would have no problem recommending St Paul’s School for Girls and Warwick University for all those deciding on which route to take their teaching career. In just a few short weeks I have seen my own and my fellow trainees’ confidence and knowledge progress in leaps and bounds and am already looking forward to the future and my career in this wonderful profession.
I believe that the Induction at Warwick University has given me a good initial foundation on which to start my training. I thoroughly enjoyed meeting our lecturers and exploring topics and theories within pedagogy, thinking how I can incorporate them into my teaching practice. The Induction cemented into me the fact that I was a trainee and here to learn, which was very reassuring!

The University Induction has allowed me to make some positive new relationships with fellow trainees, which has already proved invaluable in terms of the information, ideas, support and advice we offer each other. It is strengthening to know that there are other people who are experiencing the same situation as you and can support you if need be.

From Day 1, the staff at St Paul's have made me feel incredibly welcome and ensured that I was as comfortable and supported as I could be, and I am treated as an equal member of the team within my subject departments. I have started at a pace that I am comfortable with, and have been fully supported in beginning to teach lessons.

Within St Paul's, I am very pleased to have such a wide variety of subjects, Key Stages, and groups, as this will allow me to gain more valuable experience and knowledge on teaching practices. I have had the privilege to observe fantastic teachers across a range of subjects – I have learnt a lot about teaching techniques and how I want to conduct myself as a teacher. I have also been surprised at how much I have learnt from observing the students! Their insight and knowledge (both specific and general) has amazed me, as well as their ability to enjoy learning and behave maturely and sensibly.

At St Paul's they are extremely positive and celebratory of all the hard work and achievements of both the pupils and the staff. The school values the importance of the students' personal development, not just their exam success. My overall initial impressions are that I will be well supported and valued during my training year, so now I can't wait to start teaching as I am now appointed as an NQT in St Paul’s School for Girls.
**NQT at St Patrick’s**

During my NQT year at St Patrick’s I was given the opportunity to attend in-house CPD and courses, a bespoke programme was created to develop my teaching to be the best that I could be. A sharing of good practice schedule enables NQTs to observe good practice in the school (and beyond). Time with my mentor and Headteacher ensured that I felt supported to put this good practice into my teaching. Beyond my NQT year the support continued from my Headteacher, mentor and staff members by helping with things such as, lesson observations, pupil performance meetings and assessments. All of the support and guidance that I have received from St Patricks has helped mould me into the teacher that I have become.

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**Vanessa Baker, trainee at St Edmund’s**

I came to St. Edmunds in 2017 for my second teaching practice, and it was an experience that has helped shape and define me as Teacher. The school, the staff and the children were absolutely wonderful. The support I had from my class teacher and school based tutor was unlike any I had received before. The example that was set to me, the support that was given to me, and the encouragement to try new things, make mistakes and grow as a person and trainee teacher was exactly what I needed in my journey to becoming a teacher, one that I will never forget. The management team and ethos at St. Edmunds was brilliant, everything I witnessed with other members of staff and what I experienced with them myself was great. I genuinely could not recommend this school enough. I felt very lucky to have been placed at this school, in the class that I was, with the children, class teacher and teaching assistant that I was with. I cannot thank them enough for making my time exactly what it was. I will always hold a very special place for St. Edmunds in my heart.
Current teacher at St Edmund’s

Why did I do choose to apply for a job at St Edmunds…I initially came to St Edmunds as a supply teacher and loved my time working in a variety of different year groups. During this time I witnessed children being inspired, motivated and challenged in a strong, supportive Catholic environment achieving their full potential. I have also felt lucky to be part of a group of staff who were welcoming, hardworking, and supportive of each other so that the needs of the children at the school were being met. I have been able to build on the skills and attributes that I have gained working at St Edmunds to become a Phase Leader within this highly supportive school. St Edmunds has supported me through numerous high quality CPD training courses (internal and external) as well as giving me the support and guidance of a very caring training mentor as well as a Head Teacher who encourages her staff to ‘Let their little light shine.’ I hope that I can now try to inspire, empower and support others in the same way that I have felt supported during my NQT year and now as a Middle Leader within the school.
Esther Woodburn, MFL School Direct

I applied to undertake my teacher-training year via the School Direct training route with the St Paul’s-Bishop Challoner teaching school alliance. I was lucky enough to be placed at one of the alliance’s flagship schools, St Paul’s School for Girls, with Warwick University as the academic course lead.

Regarding the academic side of the course, I was very impressed with the course design and the administrative organisation from the outset. Warwick, as an institution, were very thorough with the information they gave us during the two-week induction period we attended at the university. They delivered a range of different workshops, addressing creative pedagogical content to more academic pedagogical content, including workshops on: body language, voice control and assertiveness, in addition to workshops on essay-specific writing support skills.

When arriving at my main placement school on my first day, after having had the comprehensive induction period, I instantly felt at ease, supported and part of the school community. Our professional mentor made herself known to us immediately, reassuring us by addressing all of our queries and/or concerns. We were treated as any other member of staff; we received thorough training, including training sessions on: safeguarding, more able pupils, smart marking and positivity in the workplace which included a guest note speaker presenting. Therefore, we felt equipped with up-to-date practical, social and data-related knowledge before embarking on the school year. This was all covered in a series of well planned, in-depth sessions over the course of one week before the students returned from their school holidays.

I would very much recommend the School Direct route into teacher training, especially with St Paul’s School for Girls, if you would like to be a part of a school community and an excellent alliance of schools from the start. Via this route, you will receive current, research-based academic training in addition to an immersive teacher-training practical experience. Overall, St Paul’s School for Girls’ mentoring style is very hands-on and supportive; this is also echoed in Warwick University’s academic support which makes the two a perfect combination for School Direct aspiring applicants.
Completing my training at St Paul’s has given me a very supportive and hands on approach to teacher training. This course provides trainees with the opportunity to spend as much time as possible in the classroom. At the start of the training programme, I was able to observe teachers in an outstanding school and see how the theory behind teacher training is best put into practice.

As trainees we gradually build up our teaching hours starting small with starters or plenaries then moving on to teach full lessons. I have weekly meetings with my subject mentor to discuss moving forward. Each week, I have a set of new goals. This helps me to take manageable steps to becoming a teacher. Progress and learning day-to-day is very much about the individual. You progress at rate that is manageable and best for you. Staff within my subject area and in other departments are always on hand to assist.

This approach combined with lectures at University once a week, offers a great balance between learning inside and outside the classroom. Aside from lectures we complete regular reflective tasks, discuss research regarding current debates in our subject areas and complete tasks in small groups. Aside from our mentors at school, we are assigned a Teaching Fellow at University to assist us with the academic side of the course. The alliance also holds its own training days. They cover everything from meeting the Teacher’s Standards and lesson planning.

Overall, the course encompasses a range of different ways to learn by providing a varied and rich training experience. The school is supportive, friendly and it is a pleasure to complete my training year with them.
Jennifer Caines, NQT Geography

Completing my training at St. Paul’s has made a world of difference to my approach to teaching. From the first INSET day, I was considered a member of staff and part of the team, I was able to take part in their fieldtrip to Iceland in March 2017. I knew that I had chosen to become a teacher at the right place. The INSET that was delivered to the whole staff was a celebration of the achievements made by each pupil, there were not numbers, data or percentages, they were children. The images of the girls on their journey through school made it clear to me that they were the reason why I wanted to be a teacher. From that first day I knew that St. Paul’s, as a school and staff team, would do the same for me as they do for their students.

I applied to train to be a Geography teacher, on the School Direct programme, through the Bishop Challoner Alliance, with my qualification being accredited by the University of Warwick. I had no doubts that School Direct was the right route for me, being in the classroom from the beginning and learning on the job. I was called for an interview at St Paul’s, initially, I was nervous, a well thought of school with an excellent reputation, I knew that the pressure would be on.

On every single step of the way on my training year and as an NQT I have been supported fully. Support from both my subject mentor and professional mentor has been outstanding, but also the encouragement and advice from members of staff has been more than I could have wished for. I really enjoyed that my training was a weekly session rather than larger blocks. This allowed me to act on the advice or training in the following week and receive feedback quickly rather than trying to remember all of the techniques and advice weeks after it was delivered. The feedback from mentors and other staff that observed me meant that my techniques became more efficient and I could get the most out of students. I could not recommend training at St. Paul’s highly enough.
Training through the Schools Direct programme proved to be a highly beneficial experience. With School’s Direct you are immersed instantly into the school system, getting a feel for the job straight away whilst still be able to steadily adapt and develop as a teacher.

I am in no doubt however, that the right choice of school for you is an essential factor in your enjoyment, which is inevitably a great factor in your success. Naturally, different schools will appeal to different people although I cannot recommend my training school, St Pauls, enough. The school first attracted me through its esteemed local reputation, glowing Ofsted reports and unique environment. Naturally, different schools will appeal to different people although I cannot recommend my training school, St Pauls, enough. The school first attracted me through its esteemed local reputation, glowing Ofsted reports and unique environment.

However, this was not all it had to offer. After being showed around by future Senior Mentor (who stayed until very late after work to fit my hours!) and a few days observing the students within lessons, I could tell that the school's main focus was doing the best for the children. This may seem as though it is a minimum requirement for a school but this may surprise you on school visits. Every single member of staff within the school is clearly committed to not only educating the child academically, but assisting their growth personally, developing independent learning and ensuring their health and safety as individuals inside and outside the school. The receptionist will greet the children by name, the caretakers will ask the students how their days are and the Headteacher will open doors for them to pass through. The students are truly an extension of the family of St. Paul’s.

Of course, the creation of this environment of happy, dedicated students are the teachers themselves. It must be said with great emphasis that their care and compassion for their role does not end with the students but in the support of fellow staff. Whether you have been teaching for 25 years or 2 months there is always someone who will listen and talk to you about a concern or sharing a success. St Paul’s is the school to choice is you want a vocation, rather than a job. I trained in the Maths department and had an amazing Subject Mentor. Her mentoring was so structured and informed, with loads of examples of how I could apply theoretical teaching practise within the classroom. I cannot thank her enough for her patience and (quite literally) 24 hour assistance. My Senior Mentor was also a great aid. She was always there to talk to when I had any kind of issue and her encouragement alone helped to carry me through the course! Her insight on school procedures was especially helpful, as to a new teacher who (quite rightly) is focusing on teaching, school policies and procedures can be overwhelming.

I would highly recommend the School Direct route and in particular, the completion of it at St. Paul’s, with unwavering helpfulness of the entire staff and eagerness of the children, it is a truly special place to teach and grow as a teacher.
**What are we looking for from our trainees?**

- Your enthusiasm for education.
- It is important to explain why you want to teach.
- What can you offer and why you will make a good teacher.
- How you know that teaching is right for you.
- What experience you have had in schools that has confirmed this.
- Convey your communication skills.

**What are the different School Direct routes into teaching?**

The [School Direct Training Programme](#) is open to all graduates and funded by tuition fees paid by the trainee, but you might be eligible for funding through tuition fee loans, generous training bursaries or scholarships. Although your training is based in a school, the school is not your employer, and in many ways your training will be similar to training programmes in universities and colleges. This is the option most applicants choose.

**How will I be paid?**

If you qualify for a bursary, the payments will be processed automatically by the school(s) or university leading your training. Bursary awards up to £15,000 will be made in 10 equal monthly instalments for the duration of your course; the organisation leading your training will confirm exact details.

Bursaries of £15,000 or more will also be paid in equal monthly instalments for the duration of the course, but these will be enhanced by larger payments in February and July, or in the final month of your course. The payment schedule for scholarships is generally similar to that of bursaries. You should contact the university leading your training to confirm the exact details. If you are not eligible for a bursary, you can still access standard student loans and/or grants to help fund your training and cover tuition fees.

**Eligibility for Funding**

If you have a degree from outside the UK, you should refer to the overseas degree equivalency information on the UCAS website to see the bursary your degree may attract. Make sure you contact your preferred training provider as they make the final judgement on equivalency. You also need to be eligible for a bursary based on your nationality and residency status. Contact your training provider or Student Finance England to find out if you will be eligible for a bursary and student finance. To find out more, you can speak to a Teaching Line adviser on Freephone 0800 389 2500.
How do I apply for School Direct?

Details about routes available for teacher training and an explanation of how to apply: www.ucas.com/how-it-all-works/teacher-training

Applications are made on the UCAS website. The Apply 1 round opens on 8th October 2019. You can select 3 choices at the same time for any route into teaching. Once your application is submitted training providers have 40 working days to make a decision and inform you. If interested providers, will call you for interview so be prepared to have 3 full interviews in this 40 day period. You then have 10 days to make a decision whether to accept one of the offers or not.

If you do not get a place in Apply 1 or you declined your offers, you can then apply in the Apply 2 round. In Apply 2 you can make an unlimited number of choices, but only one at a time.

How to complete your application for School Direct?

Filling in your application www.ucas.com

Advice below provided by UCAS:

Apply online
You make your application in our online system Apply.

- There’s quite a bit to fill in but you don’t need to do it all at once – you can save and log back in any time.
- We’ll give you an overview here of what you need to do. There’s more detailed help text within the Apply system which gives you step by step advice.
- For courses in Wales you can make your application in the Welsh language.

1. First you register to use Apply.
Here you put things like your name, address and date of birth.
- You’ll also need to accept the terms and conditions.
- You’ll need a username, which is the email address you’ve given us and you create your own password.
- Then you’ll receive a personal ID.
We ask you to sign and agree to a declaration that we and training providers can process and keep a copy of your application to collect data and detect and prevent fraud. You can request a copy of the information we hold. We make a small charge to cover administration costs.

2. **Then log in to fill in the rest of your personal details.**
The information you’ve already filled in will show up automatically.
- Then you’ll give some information like nationality and residential status.
- If you’ve got a disability we’ll want to know about that so that training providers can make any adjustments you need.
- Since you’ll be working with children we’ll need to know you agree to a Disclosure and Barring check or if you have any criminal convictions.

3. **Some additional info (UK applicants only)**
Here we ask about your national identity and ethnic origin. It isn’t used for selection but it’s very helpful for analysis.

4. **Then you add your programme choices.**
How many choices you can make depends on whether you’re in Apply 1 or Apply 2.
- You use Apply 1 first and you can make up to three choices.
- You can only choose a programme that’s showing it has vacancies when you send in your application – you’ll need to check on the online search tool whether programmes have vacancies.
- In Apply 2 you make one choice at a time, but you’ll only use Apply 2 if you aren’t holding a place from Apply 1.

5. **Your education so far.**
Here you’ll tell us about your secondary and higher education and the qualifications you’ve achieved so far or expect to achieve before the training programme begins.
- First tell us about your GCSEs and A levels or equivalent qualifications – particularly your GCSEs in English and maths, and in science if you’re applying for primary teacher training. Some providers will only consider applicants with appropriately graded GCSEs or equivalent in these subjects. Some will consider you if you expect to achieve them before you start the programme, and others may offer an equivalency test. Providers normally state their entry requirements in our teacher training programme search tool, as well as on their own websites. Contact them if you’re not sure if your qualifications are the equivalent of GCSEs.
- Then you need to tell us about your degree. Training providers need to know about the subjects you’ve studied and about the classification of degree you’ve got or expect to get.
- We’ll also ask you to select the highest qualification you have or expect to achieve before the training programme begins.
- If you’ve got qualifications from outside of the UK, you’ll need to get a statement of comparability from NARIC. This can take some time so you should do this before you send in your application.
6. **Your school and work experience.**
   In this section you should list school and work experience, IF you have any. This is not a compulsory aspect of current applications.

   - Include school names, addresses, start/finish dates and total time spent in each school.
   - Similarly for work experience or paid employment – include the company name, role, start/finish dates and whether the role was full or part time.
   - If you can’t fit all your jobs in, give the most recent.
   - If you want to give more information about school or work experience include it in your personal statement.
   - Training providers may be particularly interested in work you’ve done in a school, but all paid work is relevant.

7. **Then you write your personal statement.**
   This is your chance to show training providers why you want to be a teacher and why you’d make a great one.

   You can only write one personal statement for all your choices so it’s important to make it as good as you can.

8. **Then you get TWO references.**
   **You can’t send in your application until two references are attached to it.**
   - You give the names and contact details of the two people you have chosen and we ask them to provide a reference.
   - We let you know when each reference has been received but you won’t be able to see them.
   - We give referees two weeks to do this – if they take longer than that, we’ll send them a reminder and let you know.

   There’ll always be some delay while you wait for references to be completed and you must bear this in mind when you’re deciding when to make your application.
9. Now you pay your fee and send in your application.
You must pay the administration fee, whether you have made one, two or three choices in Apply 1. This also covers any choices you make in Apply 2.

You pay online using a debit or credit card which doesn’t need to be in your name but you must have permission to use it.

10. What if you want to make a change to your application?
If you change your mind and want to change one or more of your choices you can do this.
However
- You can do this only once.
- You must do it within seven days of sending in your application.

**YOUR PERSONAL STATEMENT**

There is a single application form for all of your choices and this includes a personal statement. This is your opportunity to let your chosen training providers know about your qualities, skills and expertise and why you want to be a teacher.

You can only make one personal statement for all the choices you make in both Apply 1 and Apply 2. You can’t change it or do different ones for University or school-based choices. The providers you’re applying to understand this, so they won’t be expecting you to say specific things about them or their programmes. However, if you’re applying for programmes in a particular subject or age group, it would be helpful to explain why you have chosen them and the skills and attributes you have that make them appropriate for you.

**WHAT TO INCLUDE IN THE PERSONAL STATEMENTS:**

You do need to think carefully about the things that all your chosen providers will want to know about you. You’ll probably want to include things like:
- Your reasons for wanting to teach
- Evidence that you understand the rewards and challenges of teaching
- Details of your previous education and how you have benefitted from it
- Experience of teaching such as visits to schools, classroom observation or working as a teaching assistant
- Any other work with young people such as helping with a youth club, working at a summer camp or running a sports team
- The range of relevant abilities and skills you can bring to teaching, for example, practical experience, managing people, working with or leading a team and communication skills
- Any reasons why there may be restrictions on your geographical mobility
- Why you want to study in the UK if you don’t currently live here

These are the things all training providers want to know whether they’re School Direct, a university or a SCITT so there’s no need to worry that you can’t write different personal statements.
How to write the personal statement

You can use up to 4,000 characters or 47 lines of text (including spaces). Some word processing packages calculate character and line counts differently from the UCAS Teacher Training system does, so you might need to redraft your statement if there’s a discrepancy between the counts.

- Write in English (or Welsh if you’re applying to Welsh providers) and avoid italics, bold or underlining.
- Get the grammar and punctuation right and re-draft your statement until you’re happy with it.
- It’s a good idea to write your statement first then copy and paste it into your application.

Do NOT copy

Do not copy anyone else’s personal statement or from statements posted on the internet. Make sure your personal statement is all your own work.

We screen all personal statements across our Copycatch similarity detection system. If we find any similarity, your application will be flagged, you and all your choices will receive an email alert and this could have serious consequences for your application.

What information is needed to support my application?

- Two references are needed. One academic and one professional i.e. someone that can comment on your suitability for teaching. If applying for the salaried route one reference would be from an employer. Ask the referees as soon as possible to make sure that they are willing to give us an online reference, as paper copies are not allowed. Applications cannot be submitted to us until the references have been obtained.

- If you have international qualifications you need to obtain a Statement of Comparability from NARIC. This can take some time, so you are advised to start the process before you submit your application.

- If your degree does not closely link to your chosen teaching subject, you are advised to take a subject knowledge enhancement course (SKE) before starting teacher training. These are only available in a few subjects: maths, chemistry, physics, languages, computing or design and technology.
THE INTERVIEW PROCESS

The team at St Paul’s Caritas Christi will be co-ordinating the recruitment process. The interview usually takes up to half a day, including an introduction from the Headteacher, a tour of the school and a range of activities. The interview will take place at a number of schools, depending on available spaces. Full details of the interview process, including any written tests, venues and times will be sent to applicants at least a week in advance of the interview date. The interview will normally include a short teaching activity, usually between 20 – 30 minutes, delivered to a small group of pupils. Applicants will always be informed about the topic for the teaching activity and the age group/ability of the students.

There are a set number of places available for each programme, allocated by the NCTL so we recommend that you apply as early as possible to give yourself the best chance of obtaining a place. We will close courses once we have filled all of the available places. This will show on the UCAS website.

HOW CAN I GAIN SCHOOL EXPERIENCE?

Gaining classroom experience with our network of schools before starting your initial teacher training (ITT) can help you to be sure that a career in teaching is right for you. It can also support your application for ITT.
Contact Information

If you require any further information or have a general query, the main point of contact for School Direct Training at St Paul's Caritas Christi for both primary and secondary trainees is:

Mrs Mary Atterbury
Assistant Headteacher
Telephone: 0121 454 0895
Email: matterbury@stpaulgl.bham.sch.uk
Website: www.stpaulgl.bham.sch.uk
Click on “Train to Teach”

We look forward to working with you in the future and welcoming you into our wonderful schools. Please contact us if you would like any further information or to arrange a visit one of our schools.

Be part of the journey and join us on:
Twitter.com/@Spgbham

Provider code 242

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