Would you like to train to teach?



The John Taylor SCITT

Training teachers for 10+ years

John Taylor Teaching School Hub

North Warwickshire Nuneaton & Bedworth Cannock Tamworth Lichfield East Staffordshire

INITIAL TEACHER TRAINING

PROSPECTUS

3-7 PRIMARY

5-11 PRIMARY

5-11 SEND ENHANCEMENT

11-16 SECONDARY



> "Trainees are overwhelmingly positive about all aspects of their training. The programme prepares them well for their future careers."
>
> OFSTED, 2022

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Welcome

Our vision, at the John Taylor SCITT, is to train and recruit the best teachers into our local area. Over 150 Primary and 400 Secondary teachers have been awarded Qualified Teacher Status (QTS) by the John Taylor SCITT as we have been a provider of Initial Teacher Education since 2014. Whether you're just beginning to explore a career in education or have already made the decision to take this rewarding path, all the staff at The John Taylor SCITT are here to guide and support you every step of the way.

We are incredibly proud of the teachers who have come through our programmes, many of whom are now thriving in schools across the region and beyond. They are a testament to the strength of our training. At The John Taylor SCITT, we believe that teaching is more than just a profession as it truly is a wonderful career. Since 2014, we have grown from offering teacher training in a small number of designated routes within the Secondary curriculum to an impressive 15 routes into a career in teaching. We are proud to now offer full-time and part-time routes for Primary (3-7), Primary (5-11) and Primary 5-11 SEND Enhancement as well as 13 subject-specific routes into Secondary school teaching.

As an accredited initial teacher training (ITT) provider we have the authority to create and craft our own provision and we are dedicated to designing a programme for you that is rigorous, sometimes difficult, but will prepare you for a wonderful career in teaching.

Each year we aim to recruit approximately 40 Secondary trainees and approximately 25 Primary trainees but we do regularly receive over 300 applications annually for a place on 1 of our training programmes. If you are successful in securing a place with the John Taylor SCITT be assured that as a medium sized SCITT we pride ourselves on the fact we know all our trainees exceptionally well and can offer highly personalised support which enables our trainees to make excellent progress within their emerging professional practice and supports them as they endeavour to secure employment as a teacher. Through a combination of exceptional school mentors, supportive school placements and high-quality research-informed training, we ensure that every trainee feels confident, prepared, and supported as they embark on a teaching career.

Our central training is held in the Staffordshire village of Barton-under-Needwood at the Training Centre on the John Taylor High School site. Our lead school, The John Taylor High School, is an established Teaching School Hub and is designated as the Staffordshire Research School. We are proud to be working in collaboration with so many wonderful schools and leaders around the local area including being the accrediting provider for many trainees within The John Taylor MAT, Affinity Learning Partnership and William Shrewsbury Primary School.

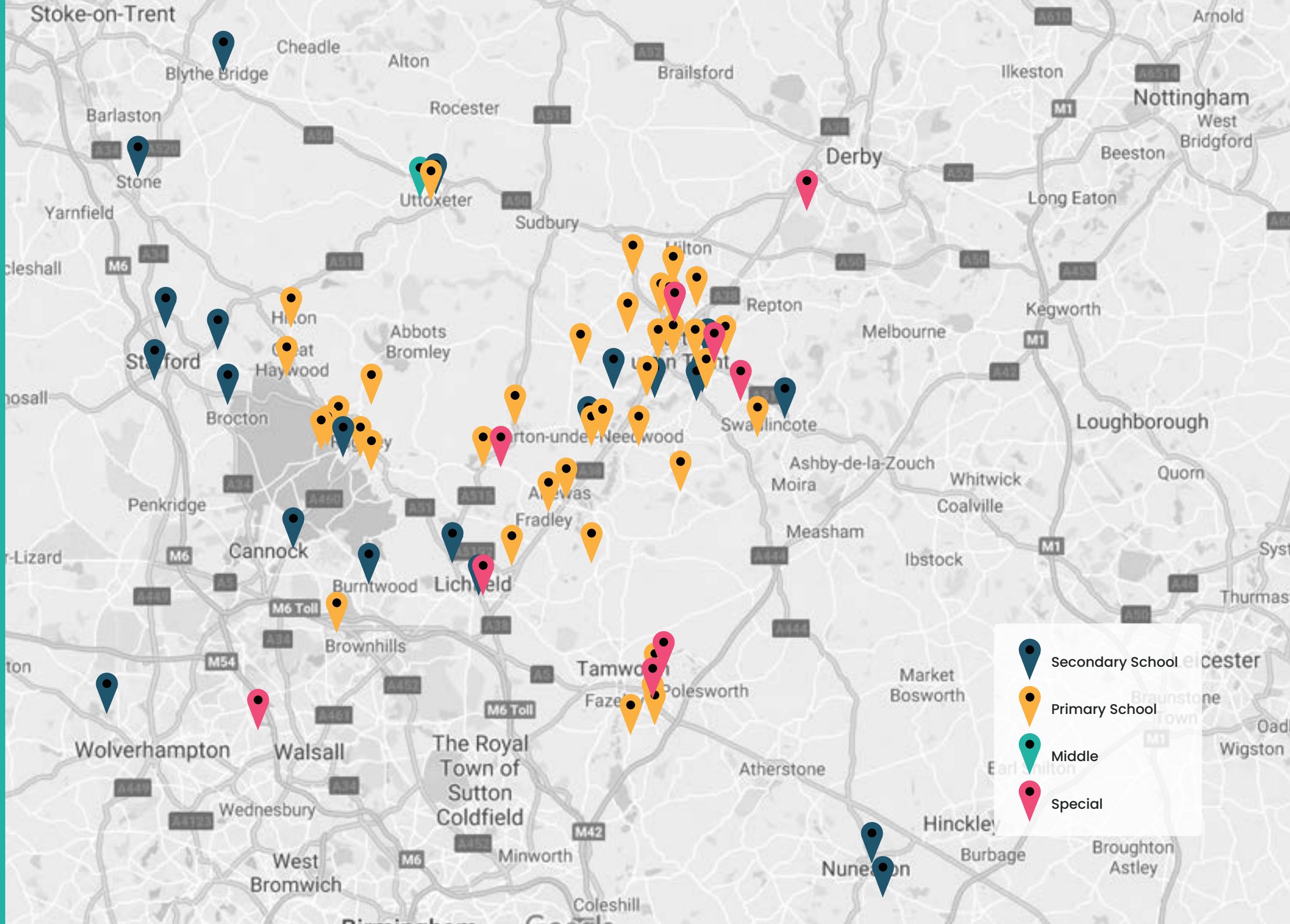
Thank you for considering John Taylor SCITT as your route into teaching. I invite you to explore the opportunities within this prospectus and on our website. We trust you will be inspired, and we look forward to receiving an application from you to train to teach with us at The John Taylor SCITT.



MIKE SIMMONS

DIRECTOR, THE JOHN TAYLOR SCITT

For enquiries please contact Dianne Whiting at di.whiting@jtmat.co.uk or call 01283 247813.


Secondary School
Primary School
Middle
Special

Our partners

All-through School

Rugeley John Taylor School

Primary Schools

Affinity Learning Partnership
Eton Park Junior
Horninglow Primary School
Lansdowne Infants School
Richard Wakefield CE Primary Academy

Fierte MAT
Anker Valley Academy
Ankermoor Primary Academy
Dosthill Primary Academy
Edge Hill Academy
Glascote Academy
Heathfields Infant Academy
Manor Primary Academy
Violet Way Academy
Wilnecote Junior Academy

John Taylor MAT
All Saints CE Primary, Alrewas
All Saints CE Primary, Rangemore
Branston Lock Primary & Nursery School
Church Gresley Infant & Nursery School
Fradley Park Primary & Nursery School
Mosley Academy
Needwood Primary School
Rykneld Primary School
Shobnall Primary and Nursery School
Thomas Russell Infants' School
Walton CE Primary and Nursery School
Whittington Primary and Nursery School
Winshill Village Primary & Nursery School
Yoxall St Peter's CE Primary School

The Staffordshire Schools MAT
All Saints CE Primary School and Nursery
Anson CE Primary
Mary Howard CE Primary
St Andrews C of E Primary
St Marys CE Primary School
The Howard Primary
The Richad Crosse Primary

Other Placement Primary Schools
Brownhills West Primary School
Coton in the Elms Primary School
Etching Hill School, Rugeley
Holy Trinity CE Primary School
John Bamford Primary School
Rosliston CE Primary School
St Joseph's Catholic Primary School, Rugeley
St Modwen's Catholic Primary School
St Peter's CE Primary School, Hixon
St Stephen's CoE, Fradley
Street Hay Primary School
Thomas Russell Junior School

Secondary Schools

John Taylor MAT
Blythe Bridge High School
Chase Terrace Academy
John Taylor High School*
John Taylor Free School
Kingsmead School
Paulet High School
Rugeley John Taylor School

Other Placement Secondary Schools
Alleynes Academy
Etone College
King Edward VI, Lichfield
King Edward VI High School, Stafford
Oldfields Hall Middle School
Paget High School
Sir Graham Balfour School
The Hart School
The Friary School
Thomas Alleyne's High School
Walton High School
Weston Road Academy

Affinity Learning Partnership
Granville Academy
The de Ferrers Academy*
The Pingle Academy

*Lead School

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Our model

All our programmes are school-led and all our partner schools are fully involved in both the design and the delivery of our programmes.

Our vision as a SCITT is to support all schools and trusts in our area to attract and recruit high quality teachers and in the years that we have been operating as a SCITT we are very proud of the fact that many of our trainees do secure employment in our partner schools. Recruitment and retention is at the heart of what we do.

Equality Act (2010).

The John Taylor SCITT is an inclusive teacher training provider that provides all trainees with the opportunity to achieve QTS. We are committed to ensuring all staff and trainees have a thorough understanding of the Equality Act (2010) and the implications to them as individuals and in their roles as a teacher.

The John Taylor SCITT is committed to eliminating discrimination, encouraging diversity among the workforce, and positively promoting equality of opportunity for all, including those with a protected characteristic.

We welcome applications from all who are interested in training to teach.

How does SCITT differ from a core PGCE programme at university?

- The lead school participates in the recruitment process.
- The lead school, in partnership with the SCITT, develops the content and focus of the training programme.
- School-based practitioners share the responsibility for delivering the professional studies programme.
- Trainees are in school early in the autumn term.
- Trainees know from the outset the group of schools from which their placements will be selected.
- Trainees have a home school that looks after them from day one. They start and finish the year in this school.

SCITT (tuition fee) places

These places are open to all graduates and are funded by tuition fees paid by the trainee. Trainees may be eligible for a training bursary or scholarship.

Bursaries and scholarships

Bursary and scholarship information changes annually. For the most up to date information please review the DfE Get into Teaching information.

Inclusive Pathway
We believe that great teachers come from all walks of life. We encourage trainees from all backgrounds including those that feel they may have a barrier to becoming a teacher.

Our inclusive Pathway is bespoke to individuals with additional considerations. SCITT Central Staff led 1-1 conversations at the beginning of our course are designed to get to know you better and allow us to broker the support you may require from your school placements, through the academic studies, and accessing the training programme.

Everyone Welcome. Every Journey Valued.

Places on offer

	JT SCITT	JTHS	THE DE FERRERS TRUST/ AFFINITY LEARNING PARTNERSHIP
	(QTS with PGCE)	(QTS only)	(Lead School)
COURSE	CODE	CODE	CODE
Art & Design	L119	26Y6	3C5C
Biology	J102	2324	
Chemistry	R919	2326	
Design & Technology	G948	22RS	3C5D
Drama	P838	S873	
English	36F7	2SBF	T170
Geography	T159	232J	N243
History	36FB	232N	Z148
Mathematics	E744	2VHV	Y346
Modern Languages	R432	38JG	
Music	D503	U201	
Physical Education	36FD	232Y	3C5F
Physics	U594	232Z	D333
Religious Education	J871	C621	
3-7 Primary	E849	G357	Q873
5-11 Primary	3CX7	Q736	Z583
5-11 SEND Enhancement	Y402	W584	

* Please see DfE Apply for details of part-time availability.
We also offer Salaried teacher training upon request.

For enquiries please contact Dianne Whiting at di.whiting@jtmat.co.uk or call 01283 247813.

Primary programme

Our Primary SCITT programme offers an exciting opportunity for trainees to be immersed in the Primary education system and to learn from exceptional mentors and class teachers across the John Taylor Teaching School Hub region.

We work with over 40 Primary schools within the local area, each with a unique set of skills and expertise which we combine to give our trainees a wealth of experiences and perspectives throughout the training year.



Trainees have a Home school where they begin and end their training year. They will also benefit from a contrasting shorter placement in a different school, in a different key stage. All trainees also undertake a 3-day experience in a specialist school for pupils with additional needs.

Our programme stands out from others in the way it inextricably links the practical and the theoretical. Trainees are supported to develop the fundamental theory of effective classroom practices, and then they are immediately given the opportunity to try it out for themselves. We find that this really brings the theory to life and helps our trainees to forge a deep understanding of the practices which make them exceptional teachers.

Trainees work closely in school with highly trained mentors, all of whom are committed to ensuring the very best experience and outcomes for their trainees. As a relatively small provider, we are able to offer individual attention, support and collaborative opportunities throughout the training year alongside high-quality placement schools, mentors and tutors.

QTS Training Programme

1 day per week will be designated as face-to-face training days, where trainees collaborate either in the SCITT Training Centre or in a local Primary school.

There are also 4 Intensive Training & Practice weeks where trainees work on a specific area of their practice, and are given direct feedback from the SCITT team.

The training is delivered by outstanding current practitioners from across the partnership and comprises a series of pedagogy modules as well as subject knowledge specific training. Training sessions develop the fundamental skills of exceptional teaching through research, debate and practice. Trainees will receive practical input on how to teach all of the subjects within the Primary & Early Years curriculum.



PGCE Study (if applicable)

PGCE training days will be led by the University of Derby, who accredit this element of our programme. They are delivered at the John Taylor SCITT Training Centre.

The PGCE underpins the trainees' practical teaching knowledge within the theoretical knowledge. During the programme, trainees complete 3 Level 7 PGCE modules, each worth 20 master's credits.

Flexible Study Options (including part time)

As the accrediting provider for Qualified Teacher Status, the JT SCITT has the option to offer applicants either a QTS only route into teaching or to follow a PGCE route with the academic side delivered by experts from the University of Derby. Similarly, all our routes into Primary Teaching can be completed on a full or part time model.

3-7 Primary Programme

Placements in Early Years & Key Stage 1

The 3-7 programme develops the trainees' understanding of the Early Years curriculum and the progression to Key Stage 2. Trainees are provided with expert input throughout the programme which allows trainees to excel within all areas of the programme.



Victoria Knight, 3-7 Programme Leader

An experienced teacher, Victoria has worked with the Primary SCITT team for a number of years. She has a passion for teacher development and believes exceptional 3-7 Primary practitioners can transform a child's educational journey.

5-11 Primary Programme & SEND Enhancement

Placements in Key Stage 1 & Key Stage 2

The 5-11 programme gives trainees a deep understanding of exceptional classroom pedagogy and specialised subject knowledge to enable them to teach Years 1-6 successfully.

Gain experience in both mainstream and specialist settings through 2 contrasting placements. Alongside your Primary teacher training, you will develop specialist SEND knowledge and practical experience, preparing you to teach confidently in mainstream schools and support pupils with a wide range of needs.



Louise Houlders, 5-11 Programme Leader

Louise has been the Programme Leader since 2020. Louise is passionately committed to training the next generation of Primary teachers; she plans to equip trainees with the teaching skills to empower children as lifelong learners, and the resilience to excel in such a rewarding profession.

For enquiries please contact Dianne Whiting at di.whiting@jtmat.co.uk or call 01283 247813.

Secondary programme

Our Secondary Course begins with a period of induction where you will spend time focused at our central Training Centre learning just enough to build strong foundations in your emerging professional practice before starting in your school placements.

We strategically place our first and second Intensive Training and Practice within the first few weeks of the course to ensure you have concrete knowledge and understanding of Cognitive Science and Effective Behaviour Management Routines.



Moving beyond the induction period, most of your working week will be spent learning how to be a teacher by learning from expert mentors in your placement schools through a structured programme of observations, joint planning, and delivery of whole class teaching. Alongside your in-school mentors, you will be supported by expert subject practitioners from the SCITT Central Team. Every Friday you will return to the Training Centre for bespoke learning delivered by a range of practitioners.

Your first placement aligns with the Staffordshire school Autumn term dates, from September through to December, where you will build up your practice to confidently lead 5-7 hours of teaching over Monday – Thursday. A third intensive training and practice week will develop your knowledge, understanding and application of effective assessment.
From January, you will undertake a shorter second placement over the Spring Term in a contrasting school setting. This is an opportunity to learn within a different school context and through exposure to a new range of teaching and learning strategies to develop your practice further. Over this placement you will develop your practice further to confidently teach 10 – 12 hours over Monday – Thursday, whilst dedicated training continues a Friday throughout the course.

Just prior to the end of the term you will spend 3 days in a local school that provides education to students who do not access mainstream education and a local Primary school to further understand the educational journey of a child. You will also have the opportunity to spend 3 days in 1 of our partner Primary schools so that you have an understanding of the educational journey of a child.

During the final school term, you will return to your home school placement and build up your teaching hours to 80% of what would be expected of you as an Early Career Teacher which equates to approximately 14-16 hours over Monday to Thursday. Central training on a Friday continues all year with professional studies being the focus in the morning before moving into smaller subject groups for the subject knowledge development sessions on a Friday afternoon.

Intensive Training and Practice (ITaP)

ITaP is a targeted component of the teacher training curriculum designed to reinforce trainees' understanding of key evidence-based teaching principles. Its purpose is to provide opportunities for trainees to practice applying and integrating these principles into their evolving professional practice.

The Primary goal of ITaP is to strengthen the connection between educational research and classroom practice, so certain aspects will need to occur in a school setting. ITaP should concentrate on specific, foundational, or crucial areas of the ITT curriculum, which can be explored further with you at one of our events or your interview.

The ITaPs are designed to build strong, confident, and reflective practitioners who can seamlessly integrate research-informed strategies into their teaching, ultimately improving student outcomes.

<table>
<tr><th></th><th>ITaP1</th><th>ITaP2</th><th>ITaP3</th><th>ITaP4</th></tr>
<tr><td>Primary (3-7)</td><td rowspan="2">Behaviour Management</td><td>Developing Communication and Language</td><td rowspan="2">Phonics and Early Reading</td><td rowspan="2">Adaptive Teaching</td></tr>
<tr><td>Primary (5-11)</td><td>Teaching to Enable Learning</td></tr>
<tr><td>Secondary (11-16)</td><td>Deliberate Consistency</td><td>Avoiding Overloading the Working Memory</td><td>Utilising Formative Assessment</td><td>Intentional Scaffolding</td></tr>
</table>

Flexible Study Options

As the accrediting provider for Qualified Teacher Status, the JT SCITT has the option to offer applicants either a **QTS only** route into teaching or to follow a **PGCE** route with the academic side delivered by experts from the University of Derby. Similarly, all our routes into Secondary Teaching can be completed on a **full or part time** model.

Subject Knowledge Development

We aim to ensure that our trainees finish the course as expert practitioners in their subject specialism. Having secure subject knowledge and knowing how best to teach their subject is an important part of the journey to being a truly great teacher.

To support trainees on this journey we have 2 hours of dedicated time each week to work with your Subject Pedagogy Tutor to explore themes from the Professional Studies Programme through the lens of your subject area. This means that over the course you will receive approximately 60 hours of expert input to develop your subject knowledge for teaching.

Mike Simmons
SCITT Director and Secondary Programme Lead



Mike has led Initial Teacher Education courses since 2013 across 2 providers in the local area and has now overseen the successful award of QTS to over 500 teachers. Mike joined the John Taylor SCITT in 2018 and has been instrumental in the continued development of the Secondary Programme in recent years.

Subject Pedagogy Tutors

The most influential team in the Secondary Programme is of course our wonderful subject specialists that will guide, support, and challenge you to become the best teacher you can be in your subject area. Within your subject cohort, the SPTs will lead you through over 60 hours of subject specialist input during the Subject Pedagogy Sessions (Friday afternoon approximately 2-4pm). Our SPTs are outstanding practitioners in their own right and have a proven track record of coaching trainees throughout their emerging professional practice.

Entry requirements

An Honours Degree is a pre-requisite for any teacher training course with us. For Secondary programmes, the degree should be related to the subject you wish to teach. Subject Knowledge Enhancement Programmes may be available in certain subjects. If your degree does not link to your chosen teaching subject, you may be asked to complete one of these prior to the commencement of the programme.

You will be required to evidence attainment of a GCSE Grade C/4 or above in English and Mathematics or an agreed equivalent qualification. A GCSE Grade C or 4/4 in Science, or an equivalency test at a Grade 4, is also required for Primary applicants.

Some school experience is desirable. Please visit jtscitt.co.uk/school-experience for more information.

We are looking to recruit talented, hard-working trainees who have the qualities and personal skills suited to a career in teaching.



Trainees will need to demonstrate:

- The ability to interact well with children
- A passion for teaching and their subject
- Excellent subject knowledge
- Effective literacy and numeracy skills
- An ability to be reflective and evaluative
- Resilience and tenacity
- The ability to work well in a team
- Excellent organisation and time management
- A commitment to learning
- The ability to be innovative and creative
- Clear communication skills



"Central training is of a consistently high quality. Mentors in placement schools skilfully build on central training, helping trainees to apply what they have learned."

OFSTED, 2022

For enquiries please contact Dianne Whiting at di.whiting@jtmat.co.uk or call 01283 247813.

Step by step application process

Step 1: Attend an Event (Optional)

Finding out about teacher training can be a confusing and daunting task as there are so many routes available. The first steps can be made a lot easier by attending information events. We hold information events throughout the year where you will find out about our programmes as well as having the opportunity to ask questions.

See Page 16 for further information

Step 2: Arrange Some School Experience (Optional)

Having some school experience will significantly enhance your application. Spending time in schools observing teachers will also help you to make an informed decision about teaching as a career and whether it really is for you. It can be a great opportunity to make a first impression and we have received excellent feedback from candidates who have attended school experience days with regard to how it has helped them to prepare prior to application.

The John Taylor SCITT is a DfE School experience provider for both Secondary and Primary routes. We welcome applications for school experience from potential ITE applicants. The model for our school experience programme is one initial day in school (depending on availability), which may be followed up with more days upon successful application to the SCITT ITE programme.

If you have very limited or no school experience, this would not prevent us from offering you an interview, but we may recommend that you undertake a period of school experience if we feel it will be beneficial to your preparation for the programme, or finding out if the route you are applying for is the right one for you.

Step 3: Prepare a Personal Statement

A good statement should highlight your strengths and how you can bring these to teaching. Think about what distinct qualities you can bring to the table that will make you an amazing teacher. In your personal statement, we want to see energy, enthusiasm and a real passion for teaching and your subject/phase. Outline your reasons for wanting to teach and the qualities you have which will make you a good teacher.

Where you have school experience or experience of working with young people in a different context, include this in your statement and describe what you have learned from the experience. If you are a career changer, tell us about the transferable skills that you have.

Step 4: Arrange Your References

In order to submit your application, you will need to have 2 references. It is vital that you choose individuals who know you well enough to highlight your potential as a teacher.

If you have been in education in the last 5 years, you should provide an academic reference (for example from a university tutor). Your second reference should be a professional reference, if you are in employment, this should be your current employer. All references should be sent from a professional email address. Additional references may be requested if this is not the case.

Step 5: Apply via DfE Apply

When you are ready to apply, you will do this through the Department of Education's Apply service who are responsible for managing the application process for schools and providers. As well as providing an application portal, the Department for Education has an additional portal entitled 'Find Teacher Training' in which you can source ITE providers in your area. When applying you may select up to 4 schools/ providers. (We can be found by searching 'The John Taylor SCITT'.)

The DfE apply portal also includes a separate section to provide details of any school and work experience. You should provide your full work history. Remember, your personal statement is the core of the application, so it is important to take the time and effort to research and prepare.



Step 6: The Interview

Once you have submitted your application, if you have met all of the entry requirements and have submitted a strong application, you will be invited to interview. Interviews are held in person in the Training Centre at John Taylor High School, and dual site interviews with local schools are standard for Primary interviews. There will be several parts to the interview, which are designed to assess:

- Suitability for the profession
- Subject knowledge and awareness of what constitutes high quality teaching and learning in your subject or phase
- Rationale for wanting to become a teacher
- Interpersonal and communication skills
- Awareness of the qualities needed to be a good teacher
- Awareness of educational issues
- Awareness of safeguarding young people
- Literacy and numeracy skills
- Resilience

Activities will include:

- A pre-interview task in which you will be provided with reading materials which will be referred to as part of your literacy test and may influence your responses at interview
- A 30-40 minute interview
- A planned teaching activity
- A literacy and numeracy diagnostic

You will be asked to bring your original GCSE (English, Maths and Science for Primary) and Degree certificates to the interview, together with identity documentation such as your Birth Certificate and Photo ID. It is vital that we view original certificates or Final Certifying Statements of Results. If you do not have these to hand, you should order them as soon as possible. In line with Safer Recruitment in schools, the SCITT will perform online checks for each candidate invited to interview, as well as rigorous pre-course safeguarding checks.

Information events

We will be holding a series of in person and remote events, in which a senior leader within the SCITT will deliver a presentation to give you in-depth information about our programmes and answer any questions you may have regarding getting into teaching with us.

Scan the QR code or visit jths.eventbrite.co.uk for more information.





School experience

We can also help you gain some school experience, please email scitt@jths.co.uk for further information.*

*School experience is not a mandatory requirement to apply for teacher training.

Please visit **jtscitt.co.uk/school-experience** for more information.

Frequently asked questions

What is a SCITT?

SCITT stands for School Centred Initial Teacher Training.
In July 2014, John Taylor High School was accredited as a SCITT, which means that we are the accrediting provider for trainees and can award QTS (Qualified Teacher Status) to those who complete their programme with us. We were successfully reaccredited in July 2024.

I am unsure whether my degree is appropriate for the subject I wish to teach.

For Secondary applicants, your degree should be made up of at least 50% of the subject knowledge you wish to teach. Each person will have different circumstances and A levels can be taken into account. You may be required to take a Subject Knowledge Enhancement course. If in doubt, contact us at scitt@jths.co.uk. For Primary applicants a degree in any subject is acceptable.

When will I find out which school I will be based in?

You will be advised of your home school at our induction event which will take place in summer term. Schools are allocated using a range of criteria and whilst we do take into account where people live, we cannot guarantee specific requests for placements.

If I specify a location at point of application, will this be guaranteed as my home school placement?

Whilst we work with all trainees to offer a reasonable travel distance for placements, we will always prioritise a high-quality placement experience. This is no comment on any school or department, however the SCITT will carefully consider capacity before assigning any placement. All trainees are notified of their home school placements in late June/early July.

Am I guaranteed a job at the end of the programme?

Whilst we cannot guarantee that trainees will secure employment, the majority of our trainees do. It is certainly our vision to "grow our own teachers" and recruit from our own pool of trainees but we cannot predict with any accuracy where the vacancies will arise.

Will I be expected to teach a class from day 1?

Our programme will give you the opportunity to learn 'on the job' from the very beginning. You will benefit from working and learning every day in a school and benefit from immediate insight into what teaching involves. However, this doesn't mean you will be teaching classes before you've had a chance to find your feet. You will have an extended support network of experienced teachers and mentors on hand to help you throughout the programme.

I have qualifications from overseas - how do I find out if they are equivalent to UK qualifications?

UK ENIC are the National Information Centre for the recognition and evaluation of international qualifications and skills. UK ENIC provides candidates with a Statement of Comparability which will clearly state whether your qualifications are equivalent to UK qualifications. Very often, overseas candidates are asked to undertake an equivalency test in English, as English studied overseas may have been studied as a foreign language.
It is very helpful to providers if candidates have gained this evidence prior to interview, and may become a requirement of you being offered an interview towards the latter part of the recruitment year.


"The initial teacher education (ITE) curriculum is ambitious, coherent and well sequenced. It prepares trainees well for their future careers."
OFSTED, 2022
Ofsted
Good Provider
Visit jtscitt.co.uk/ofsted to view our Ofsted Report

T: 01283 247813
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John Taylor
Teaching School Hub
North Warwickshire Nuneaton & Bedworth Cannock Tamworth Lichfield East Staffordshire