



Secondary PGCE Pre-Course Information Handbook

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Welcome to the PGCE Secondary Course

Introduction

Congratulations on your success in securing a place on the PGCE Secondary Course at the University of Warwick – well done and very well deserved! You have been selected for your enthusiasm and passion for your subject as well as a strong commitment to working with young people to influence their future life chances. Teacher education and training at Warwick is underpinned by three values. Through these Warwick Teacher Values, we aim to support you in becoming teachers who are:

Just: Ethical in their approach to young people’s learning, inclusive of all young people in their work and fostering of social justice through education.

Intellectually curious: Curious to learn about learning, passionate about mastery of teaching expertise and critical thinking in examining evidence for practice.

Creative: Receptive and resilient to challenge and change, open to imaginative ways of working and resourceful in acquiring new skills.

At Warwick, we are committed to providing full and dedicated support for our trainees. During the year you will have the opportunity to develop in three core areas.

Your own professional identity as a teacher including: a commitment to promoting the educational achievement of all pupils and a respect for their diverse cultural, religious and ethnic backgrounds; a commitment to the continuous development of your own skills and knowledge which are essential for effective classroom practice and an understanding of the critically important process of reflection and enquiry in dealing with professional issues.

Your professional knowledge including: a secure subject knowledge base appropriate to the demands of the relevant student age and ability range; the contribution that a critical engagement with research evidence can make to learning and teaching and an understanding of your role as a teacher in relation to the demands of parents, governors and the wider community.

Your professional practice and practical mastery including: understanding of how to plan and create learning environments that offer pupils the chance to reach their potential; the ability to assess, monitor and record the outcomes of learning in the context of school and national priorities and strategies to reduce barriers to learning for pupils with individual learning needs.

The course is delivered by a team of highly qualified, knowledgeable and inspirational tutors who demonstrate a real passion for teaching in their subjects and have a wealth of experience of working in schools. School-based mentors will be working with tutors in delivering aspects of the programme in order to ensure that your understanding of the place of your subject in the curriculum and wider

educational matters are up-to-date and cutting edge. The course will enable you to gain professional experience during school placements, develop as a practising teacher with the support of university tutors and benefit from our established links with secondary schools. We ensure that the course is constantly evolving and changing to take account of the latest subject research and educational policy. An active Staff Student Liaison Committee collaborates with the team so that each year the course is responsive to the needs of the student cohort.

The course places considerable importance on trainees developing their own autonomy as new teachers. During the year we will share your journey from learning about the complexity of teaching, through developing the knowledge of how to be effective in the classroom to becoming able to solve complex challenges and understand why teaching strategies are successful. This journey will draw on inter-weaving strands of university teaching, practice in the classroom and your own personal study and reflection. We place an emphasis on collaborative learning and teaching both during university-taught sessions and in our partnership schools, moving from collaborative support to developing high levels of trainee independence, autonomy and initiative. To be successful next year you will need to be able to bring all of these components together in a way that is meaningful for your own emerging identity as a teacher.

Pre-Course Information

In this handbook, you will find relevant and detailed information to help you in preparation for the Course, particularly for the first term. As you will no doubt have gathered from your PGCE Interview Day, the course is demanding, interactive and participatory.

We ask a lot of you in terms of preparation, and the course itself is challenging, but please do not be daunted by it – you will receive outstanding support and instruction. We look forward to working with you this coming academic year and wish your personal and professional fulfilment as you prepare to embark upon a busy, exciting and rewarding year of learning how to teach.

Finally, we hope this handbook is helpful, and has both confirmed and stimulated your interest in, and motivation for, the University of Warwick PGCE Secondary Programme.

If you have any questions or concerns, please do not hesitate to contact the Centre for Teacher Education on 024 7615 0269 or cte.admissions@warwick.ac.uk .

Best wishes,
Dr. Andy Hind
Head of Secondary Teacher Education



Library Information

Prospective postgraduate students can join the Library as external borrowers from the 1st July until the course start date. You will need to present a form of identification which can be your offer letter, or another form of identification, preferably photographic if your offer is an e-mail.

An external borrower card will be issued and will be valid until the end of the first week of term.

Information for External Borrowers

- *The full range of Library resources can be viewed online by accessing our catalogue at <http://webcat.warwick.ac.uk>***Error! Hyperlink reference not valid.**
- You may borrow up to 5 items at any one time from the main collection. The loan period throughout the year is 3 days or 2 weeks depending on the loan type of the item.
- Items on loan to you may be recalled by other customers and you are required to return these by the amended return date. Recall notification will be via your personal e-mail.
- Photocopy cards can be purchased for use with the library's copying facilities. Charges are displayed in the Photocopy area on Floor 1.
- You are able to manage your *My Library Account* online by using your University card and PIN. Items can be also be renewed by either by telephone 024 7652 2026 or e-mail MyLibraryaccount@warwick.ac.uk**Error! Hyperlink reference not valid.**
<https://warwick.ac.uk/services/library/using/rules/fines>
- Full details about the Library's resources and services are on the Library's website <http://go.warwick.ac.uk/librar>**Error! Hyperlink reference not valid.**

DBS Checks

All Higher Education Institutions who offer courses where students come into contact with children or vulnerable adults are required to ensure that their students are vetted via the Disclosure process. **It is important to note that an important condition of your offer is that you achieve a satisfactory DBS check and clear Prohibition Order check before the start of your course; failure to do so may result in you losing your place on the course.**

If you are a University-led or School Direct (Tuition-Fee) trainee, you should have been contacted by the University Disclosures Team regarding completing your Disclosure and Barring Service application.

If you are a School Direct (Salaried) trainee, your DBS and Prohibition Order check will be completed by your host school. Once received, your school will provide a vetting form to the University to confirm you have passed a DBS check and a clear Prohibition Order check.

Please note that if you have lived overseas within the last five years (for a period of six months or more) you will also be required to provide a clear non-UK check.

For more information on the DBS application process, please see <https://warwick.ac.uk/study/postgraduate/apply/pgadmissions/applicants/dbs>

Should you have any questions or require any further assistance, please contact the University Disclosures team on 024 7652 4585 or email: disclosures@warwick.ac.uk **Error! Hyperlink reference not valid.**

Confirmation of your place

We would like to remind you that if you have not yet confirmed your place on the course then you must do so as a priority to both DfE Apply and the University. You should also ensure that you supply the University with any information necessary to meet your conditions.

Please note that the PGCE is a very demanding course and we do not recommend that you undertake any part-time work during the year as this may impact on your ability to successfully complete the course.

Arrangements for School Placements: University-led (Core) PGCE Trainees only

Every year we recruit over 400 new trainees on to our Secondary, Primary and Early Years Teacher Education courses. We have a very well-established Partnership with many schools across the region and are able to offer training of a consistently high quality to our trainees. Partner schools are mainly located in the Local Authority areas of Coventry, Birmingham, Solihull and Warwickshire. We have limited access to any placement opportunities outside these areas, particularly during Professional Placement One in the autumn term.

Professional Placement One

The PP1 School will usually be allocated prior to your enrolment. Therefore, prompt submission of your pre-placement information [here](#) is key. You will be informed of your placement during the Foundation Weeks at the beginning of the course. You should notify the Partnership Office immediately of any changes in your circumstances during the course which might affect your placements, by email to partnership@warwick.ac.uk

Professional Placement 2

When making arrangements for your PP2 placement, **your individual training needs are paramount**, though we will also try to balance a number of other factors, including:

- subject area
- making best use of the strengths of our partner schools
- ensuring an appropriate range of Key Stage experience
- availability of suitable placements
- connections you may already have with some schools
- health problems and disabilities
- where you live and your transport possibilities
- family commitments

We do understand that individual circumstances and commitments can have a varying impact on individual trainees; however, our primary concern is to work closely with Subject Leads and our Partner Schools to provide quality placements for all trainees.

Although a larger number of schools are used for your second placement, please do not assume that you will be placed at a partner school near to where you are living. We do make every effort to minimise travel but your training needs will always come first. It is worth emphasising that the largest part of your course will be spent on placement.

It is important to note that you could incur considerable transport costs during your PGCE year. As well as travelling to your placement schools and the University, you may also be required to attend sessions at other schools or locations.

Arrangements for School Placements: School Direct Trainees only

Your School Direct Lead School will have made provision for both your Base School and Complementary School placements. However, should circumstances in the school(s) alter during the course of the year you may be reassigned for one or other of your placements to a different school. The University works closely with each School Direct Lead School in order to ensure the best provision for your progress in such unforeseen circumstances.

It is important to note that you could incur considerable transport costs during your PGCE year. As well as travelling to your placement schools and the University, you may also be required to attend sessions at other schools or locations.

Fundamental Maths and English Skills

Following the government's decision to remove the Pre-course Professional Skills Tests in literacy and numeracy, ITT providers must be assured that trainees have achieved fundamental maths and English skills by the end of the PGCE. You will need to demonstrate, through your practice, that you are able to meet the following expectations:

Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.

Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly and coherently using correct spelling and punctuation.

Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers.

Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve mathematical problems using a variety of methods and approaches including: estimating and rounding, sense checking answers, breaking down problems into simpler steps, and explaining and justifying answers using appropriate language.

You all underwent a task during interview to enable schools or CTE to identify strengths and areas of development within English and maths. During the PGCE, there will be a number of opportunities to further develop these skills and support is available to those of you who may require additional

input in either English or maths. Your school mentors will also be asked to comment on your proficiency in English and maths as part of their ongoing assessment of your teaching practice. If you have any concerns about your capacity to demonstrate these skills by the end of the course, please identify this to your Personal Tutor at the beginning of next year.

Health and Physical Capacity to Teach

Initial Teacher Training (ITT) providers have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a teacher must be able to perform are set out in the Education (Health Standards) (England) Regulations 2003.

All trainees are required to have completed a Health and Physical Capacity to Teach declaration form prior to the course.

Literature - Reading

The following Reading List falls into three sections: (a) Textbooks, (b) Journals in Education, (c) Associations and (d) Key web-site addresses.

It is not a definitive or exhaustive list, and you are strongly encouraged to read widely and pursue references in books that you have found helpful. Journal articles are also frequently a source of current and highly relevant thinking. These books and journals can be found in most University libraries.

In order to support your preparation for the PGCE, we have developed a MOOC which provides valuable information on life as a trainee teacher. The duration of this course is 12 hours over four weeks and it is free to access:

<https://www.futurelearn.com/courses/preparing-for-a-pgce>

Recommended Pre-Course Reading:

The following 4 'Core' textbooks are **recommended** course reading. They are highly appropriate and relevant both for student teachers and practising teachers in primary and secondary schools.

Textbooks: ***For your course – recommended reading (these 4 titles can be obtained from the campus bookshop ahead of the course start date and during the academic year). Those in blue are available electronically through the library website.***

- Barton, G. (2015). ***Teach Now! The Essentials of Teaching: What You Need to Know to be a Great Teacher.*** London: Routledge
- Abbott, I., Huddleston, P. and Middlewood D. (2019). ***Preparing to teach in secondary schools – a student teacher’s guide to professional issues in secondary education.*** 4th ed. Berkshire, UK: Open University Press.
- Capel, S., Leask, M. and Younie, S. (2019). ***Learning to teach in a secondary school – a companion to school experience.*** 8th ed. Oxford: Routledge.
- Pollard, A. *et al.* (2019). ***Reflective Teaching.*** 5th ed. London: Continuum International Publishing Group.

Textbooks: suggested wider reading

- Claxton, G. (2008). ***What’s the point of school? Rediscovering the Heart of Education.*** Oneworld Publications

- Creasy, M. (2014). ***Unhomework- How to get the most out of homework without really setting it.*** Crown House Publishing
- Gilbert, I. (2013). ***Essential Motivation in the classroom.*** Oxford: Routledge
- Gilbert, I. (2014). Why do I Need a Teacher When I've Got Google? The Essential Guide to the Big Issues for Every 21st Century Teacher. Oxford: Routledge
- Hattie, J. (2012). ***Visible Learning for Teachers.*** Oxford: Routledge
- Keeling, D and Hodgson, D. (2011). ***Invisible Teaching – 101 ways to create energy, openness and focus in the classroom.*** Crown House Publishing

Journals in Education:

- *Adult Education Quarterly*
- *British Educational Research Journal*
- *British Journal of Educational Studies*
- *Comparative Education*
- *Comparative Education Review*
- *Curriculum Inquiry*
- *Educational Administration Quarterly*
- *Educational Evaluation and Policy Analysis*
- *Educational Policy*
- *Educational Research*
- *Educational Review*
- *Educational Studies*
- *Innovations in Education and Teaching International*
- *Interactive Learning Environments*
- *International Journal of Educational Development*

- *Journal of Curriculum Studies*
- *Journal of Educational Policy*
- *Journal of Educational Research*
- *Journal of Learning Sciences*
- *Journal for Education and Teaching*
- *Journal of Philosophy of Education*
- *Learning and Instruction*
- *Oxford Review of Education*
- *Perspectives in Education*
- *Review of Educational Research*
- *Review of Research in Education*

Association Trainee/Student Membership:

We **recommend** that you become a member of an association, which offer some or all of the following benefits:

- Quarterly Journals
- Monthly newsletter & regular updates/newsflashes
- Subscription to the monthly Magazine
- Career advice and support
- Reduced rates for accredited CPD courses, conferences and seminars
- Discounts on various publications and resources
- Access to the members-only section of the website which includes resources and other information/downloads exclusively for members
- Regional meetings and networking opportunities
- Health & Safety advice and guidance from the authors of 'Safe Practice in your subject'

Professional Subject associations

Subject	Association	Website
Art & Design	National Society for Education in Art and Design	http://www.nsead.org/
	National Art Education Association	http://www.arteducators.org
	National Association for Fine Art Education	http://nafae.org.uk
Computer Science	Computing at School	http://www.computingatschool.org.uk/
	British Computer Society	http://www.bcs.org/
	BCS academy	http://academy.bcs.org/
Drama	National Operatic and Dramatic Association (NODA)	https://www.noda.org.uk/
English	Royal Society of the Arts	http://www.thersa.org/
	English Association	http://www2.le.ac.uk/offices/english-association
	National Association for the Teaching of English	http://www.nate.org.uk
Geography	Geographical Association	http://www.geography.org.uk/
History	Historical Association	http://www.history.org.uk/
Mathematics	Institute of Mathematics and its Applications	http://www.ima.org.uk/
	Association of Teachers of Mathematics	http://www.atm.org.uk/
	The Mathematical Association	http://www.m-a.org.uk/
	Chartered Institute of Linguists	http://www.iol.org.uk/
Modern Foreign Languages	CILT – National Centre for Languages	http://cilt.org.uk

	ALL – Association for Language Learning	http://www.all-languages.org.uk
	Alliance Française	http://www.alliancefrancaise.london
	Association for Contemporary Iberian Studies	http://www.iberianstudies.net/
	Routes into Languages	https://www.routesintolanguages.ac.uk
	Goethe Institut	http://www.goethe.de/ins/gb/lon
	The British Chinese Language Teaching Society	http://www.ctcfl.ox.ac.uk/clts
Music	Music Teachers Association	http://www.musicteachers.co.uk/
Physical Education	British Association of Sport and Exercise Medicine	http://www.basem.co.uk/
Religious Education	National Association of Teachers of Religious Education	http://www.natre.org.uk/
Science	Association of Science Education	http://www.ase.org.uk
	National STEM Centre	https://www.nationalstemcentre.org.uk
	Institute of Physics	http://www.iop.org/
	Royal Society of Chemistry	http://www.rsc.org/
	Royal Society of Biology	https://www.rsb.org.uk
	Royal Academy of Engineering	http://www.raeng.org.uk/

General Organisations

Organisation	Website
Chartered College of Teaching	http://www.collegeofteaching.ac.uk/
Department for Education	https://www.education.gov.uk/
TES	http://www.tes.co.uk/

Teachers Unions

Association	Website
National Association of Schoolmasters Union of Women Teachers – NASUWT	http://www.nasuwt.org.uk/
National Education Union	https://www.teachers.org.uk/
UNISON	http://joinunison.org
Voice	http://www.voicetheunion.org.uk/
Edapt	http://www.edapt.org.uk/

Key Websites:

DfE <https://www.gov.uk/government/organisations/department-for-education>

QCA (Qualifications & Curriculum Authority) <http://www.qca.org.uk/7851.html>

Exam boards

AQA Publications Department
Stag Hill House, Guildford, Surrey, GU2 7XJ
Tel: 01483 953 1170 www.aqa.org.uk

Edexcel Publications www.edexcel.org.uk
Adamsway, Mansfield, Nottinghamshire
NG18 4LN
Tel: 01623 467467

OCR (Oxford Cambridge and RSA Examinations) www.ocr.org.uk
1 Hills Rd, Cambridge CB1 2EU
Tel: 01223 553998

Education news sites (open access)

(The) BBC <https://www.bbc.co.uk/news/education>

(The) Times <https://www.thetimes.co.uk/topic/education>

(The) Guardian education section <https://www.theguardian.com/education>

Schoolsweek <https://schoolsweek.co.uk>

Other websites

Teacher Toolkit <https://www.teachertoolkit.co.uk>

TES resources <https://www.tes.com/teaching-resources>

BBC Schools GCSE <https://www.bbc.co.uk/bitesize>

Professional Preparation

The following sites are essential and you will use them throughout your course. Please familiarise yourself with them before you arrive.

Qualifications and Curriculum Authority (QCA) www.qca.org.uk

Ofqual: www.gov.uk/government/organisations/ofqual

Department for Education (DfE) www.gov.uk/government/organisations/department-for-education

The National Curriculum

If you are on an 11-18 course, you will need to obtain a copy of the National Curriculum for your subject area. You can download the full text of this publication at

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

You should look up the National College for Teaching and Leadership (NCTL)

Teachers' Standards and the ITT Criteria at [Teachers' Standards](#) **Error! Hyperlink reference not valid.** [ITT Crit](#) **Error! Hyperlink reference not valid.**

Professionalism and Conduct:

Given the duty of care that teachers hold, good attendance and punctuality are seen as a core part of professionalism. During the course, high standards of attendance and engagement in the training are expected in all aspects of the course. It is **essential you attend** each Monday or Friday (depending on subject) at the University as part of your commitment to the course, (unless alternative provision is in place at a school), presenting and maintaining a professional image of yourself as a trainee teacher. The hours of contact for each University day are **10.00 am until 4.00pm**, although there may be occasions when the timings of the day are changed. There is a full schedule of lectures, seminars and activities in place throughout the year. You must complete the online absence form if you are absent on any of these days, as you would if you were absent from school. Poor attendance and/or punctuality may jeopardise your successful completion of the course.

Recommended equipment:

It is highly **recommended** that you purchase a laptop which you will be required to bring to university sessions. Some schools may provide you with a school laptop for the duration of your placement. An academic diary and planner are also recommended.

Subject Studies

Consolidating Subject Knowledge:

You enter the PGCE as a graduate with a high level of subject knowledge. However, it may be some time since you graduated, or it may be that there are gaps between the content of your degree and the demands of the 11-18 curriculum (Core-PGCE) and 11-16 curriculum (School Direct routes).

The best way to identify - and to begin to remedy - any such gaps is to read KS3, GCSE and 'A'-level textbooks in your subject area; there will be a variety and you should be able to find examples in your local public library (or by asking teacher friends!). Try to use recent and up-to-date examples - a good rule of thumb is to stick to texts published within the last five years

Subject Knowledge Enhancement Providers:

<http://www.education.gov.uk/get-into-teaching/subjects-age-groups/age-groups/teaching-secondary/boost-subject-knowledge>

Some of you will require a Subject Knowledge Enhancement (SKE) course in order to address gaps in subject knowledge; this is usually due to your degree subject or length of time since you studied. This will have been discussed with you at interview and it is a condition of entry to the course that you have enrolled on an SKE prior to starting the PGCE. SKEs range from 8 to 28 weeks, depending on your need. Due to the demanding nature of the PGCE, it is highly recommended that you complete your SKE prior to the course start or by Christmas, at the latest. If you have been required to undertake a SKE, this must be successfully completed before you can pass the PGCE and obtain QTS.

Subject Studies Preparation:

Prior to the start of the course you should familiarise yourself with the curriculum content and assessment in your Subject Area for Key Stages 3 and 4. The National Curriculum Programmes of Study can be accessed here:

[National curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

During the course you will be guided to complete Subject Knowledge Audits in your subject area in order for you to self-assess your subject knowledge and demonstrate progress over the year.

Postgraduate Assignments: Pre-Course Information

The Warwick PGCE programme consists of three Master's level assignments comprising:

- An essay on issues in your subject (3000 words)
- An annotated bibliography and critical reflection (4000 words)
- An academic poster and presentation

These serve two purposes. Firstly, they fulfil the research requirement for a postgraduate qualification but, more importantly, they provide an opportunity for you to reflect on your teaching via linking academic theory to classroom practice.

The assignments are designed in such a way as to invite you to consider the issues relating to both your subject knowledge and pedagogy and to consider the impact that a change in classroom practice may have on these elements. They include assignments centred round academic research (e.g. a literature review) and practical applications. The purpose of this approach is to invite you to:

- Demonstrate understanding and engagement with a professional issue
- Critically engage a wide range of theoretical and research literature
- Develop subject knowledge and pedagogical skills as well as creative and innovative approaches
- Analyse, reflect on and evaluate practice in relation to relevant theory and published research

During the Foundation Weeks, you will be set a short assignment (1000 words). This assignment is formatively assessed, enabling us to benchmark your ability to write at Master's level and to guide you in future assignments.

Click on the links below:

[Central Campus map](#)

[Westwood Campus map](#)

Pre-Course Contact

If you want more information about the PGCE Course or have a query about any of the issues discussed in this handbook, then please do not hesitate to contact us:

**Centre for Teacher Education,
University of Warwick,
Coventry,
CV4 8EE
Tel: 024 7615 0269
cte.admissions@warwick.ac.uk**

Your ECT Induction and beyond...

At the end of the course, the 'Course Completion Day' will include the final workshops of the course to prepare you for the transition into your induction period as an Early Career Teacher but your relationship with the university does not end there. You will join a growing community of alumni from the Centre for Teacher Education, many of whom return to contribute to the course in subject studies sessions or our conferences.

The Centre for Teacher Education has an outstanding record in terms of trainee outcomes with 92% of trainees who completed the PGCE Core and School Direct courses in 2020/21 being graded as good or outstanding and 97% of those who started the course reached a successful completion. 98% of the cohort obtained teaching posts straight after qualification.

As you will experience at our conferences, wherever possible, we involve our alumni in the delivery of the PGCE programme. We hope that as a qualified teacher you will one day do the same.

The PGCE is designed to bridge to the MA in Professional Education at The University of Warwick. If you move on to further study within five years of completing your PGCE at Warwick then you can take the fast-track version of this course as you will already have 90 CATs from your recent study. Whatever your goals, we will equip you for your future career by giving you time to study appropriate research methods. You will specialise in an area of education of your own choosing and learn how to use research to good effect. Your continuing professional development is deeply important to us. The MA in Professional Education can help prepare you for middle and/or senior leadership positions (depending on your prior experience) or embrace further study with a PhD or EdD.

<https://warwick.ac.uk/fac/soc/cte/professionaldevelopment/ma-new/>