

UCAS Entry Profile – Highlands School & Pan Enfield Alliance

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Current School Direct Vacancies (2019-20)

2 x Mathematics Secondary	2 x English Secondary
2 x Chemistry Secondary	2 x Physics Secondary
2 x Computing Secondary	2 x Biology Secondary
1 x Design & Technology Secondary	2 x Geography Secondary
2 x History Secondary	1 x Economics Secondary
1 x MFL Secondary	4 x Primary

How to apply: <http://www.ucas.com/apply/teacher-training>

The Pan Enfield Alliance <http://www.panenfieldalliance.co.uk/>

The Alliance was created in 2014 and has brought together both Primary and Secondary Schools and those with specialisms in Behaviour and Autism to develop a wider understanding of issues faced in schools today and to share best practice in such diverse fields.

Mission Statement

*'The Pan Enfield Alliance (PEA) holds a shared philosophy and commitment to:
Focus on a small number of clearly defined projects arising from shared priorities in order to deliver high quality training and support through our wealth of pooled knowledge and experience.
We will focus on quality and depth in everything we do'.*

12 Reasons to choose the Pan Enfield Alliance for your School Direct placement:

OFSTED ratings of 1 & 2 in all schools	Outstanding Facilities
Excellent Student Progress	Outstanding Leadership and Support
Excellent staff/student relationships	Exemplary student behaviour
Commitment to learning	Support for New entrants to the profession
Established Cross-phase network	Outstanding Mentors
Diverse student population	Committed to your development

Highlands School

<http://www.highlands.enfield.sch.uk/>

Highlands is an 11 - 18 mixed, community, comprehensive school serving the pleasant suburban area of west Enfield. The school opened in 2000 in new purpose built accommodation with state of the art equipment and since then we have been able to recruit the highest calibre staff available in every curriculum area. From September 2006 the school has been full with pupils from Years 7 - 13 including a large sixth form.

As an OFSTED rated "Outstanding" school and designated "Teaching School", Highlands is the lead school in the Pan Enfield Alliance offering school based placements to graduates training to become teachers. We have been carefully scaling up our involvement with the School Direct route into teaching, reflecting and evaluating every year to ensure our provision is supportive, yet challenging; academically rigorous but also practically applicable to life in the classroom. We currently have 7 School Direct trainees with us in 5 different subject areas and, with NQT's and beginning teachers, we are committed to providing staff new to the profession with the very highest quality of training provision, with our partner schools and further education partner, the Institute of Education at UCL.

Highlands' staff will support trainees as we all share a passionate commitment to meeting the varied individual needs of all our students and staff, in order to ensure they gain the best possible academic qualifications at our school. We want all to enjoy every aspect of learning and we want the whole community to develop as individuals. Students leave us, not only with excellent qualifications, but also as confident and socially responsible young people who are well equipped to contribute to society and enjoy success in whichever field they choose for themselves.

Highlands, as the highest achieving comprehensive school in Enfield over recent years, is continually looking for ways to raise the level of achievement of our students. We pride ourselves on being a learning community in which every one of us, pupils and staff, reflects continually on how well we perform and seek ways to do things better.

Winchmore School

<http://www.winchmore.enfield.sch.uk/>

Winchmore School is a community school, developing links with the local community, through work with business, local primary schools and parents. As a truly comprehensive school, students of all abilities are able to achieve success: the diversity of students is regularly celebrated and all respect the heritage, religion and cultures of students and staff.

Students at Winchmore make progress at a rate which is significantly above the national average, and achieve results which are above the national average. Alongside excellence in Arts, the school has a strong traditional curriculum within which students achieve very good results at GCSE, with the vast majority remaining in an oversubscribed 6th Form until the end of Year 13. The school has a firm commitment to providing a balanced educational experience for students and believe strongly in the value of trips and educational visits to the development of young people socially and emotionally in addition to the curricular benefits. As a result students feel safe and valued leading to a 'harmonious community' (OFSTED).

Wilbury Primary School

<http://www.wilburyprimaryschool.org.uk/>

Wilbury School is a friendly, vibrant four form entry primary school in Edmonton, North London with over 950 children aged 3 to 11. With a strong ethos of inclusion, encouraging all children to be confident and caring of themselves and those around them, high standards of respect, hard work and achievement for all adults and children is provided, along with a very wide variety of opportunities for children within and beyond the curriculum.

Wilbury Primary School aims for the highest standards and the staff are dedicated to ensuring all children are able to succeed. We aim not only for academic success but also to develop a respect for good manners, pride in work and a sense of responsibility amongst our children. We are an inclusive school and we take great care in building a happy, caring and safe environment that allows all children to thrive and enjoy their time in school. Children have many opportunities to experience the widest possible curriculum that we hope will make learning fun and enjoyable. Our Mission Statement embodies all we stand for: we aim to educate each child in a safe, enriched learning environment because everyone is entitled to unlimited opportunity to fulfil their potential, respecting themselves and others, and becoming responsible young citizens of the world.

Highfield Primary School

<http://www.highfieldprimary.co.uk/>

Highfield is an expanding, inclusive primary school where learning is a journey for life. Staff are passionate about all children and adults achieving their full potential. As a three form entry school Highfield currently has a school population of 560 children. This will rise to 690 by 2019. There is a vast amount of field space which makes the school site a very special place. Working in partnership with all members of the community is central to the school's vision to provide a welcoming, safe and stimulating learning environment, accessible to all. School improvement priorities are always focused on ensuring the continual development of enjoyment, challenge and creative opportunities for children: balanced with a relentless drive for ever-improving standards.

Orchardside School

<https://www.orchardside.school/>

Orchardside is a pupil referral unit for 11-16 year olds that provides for students who have been permanently excluded from their mainstream schools or who are at risk of exclusion. The school is committed to providing personalised learning pathways so the students can re-engage via our broad and flexible curriculum to achieve their full potential. The staff are professional, experienced and dedicated and strive relentlessly to provide the students with a positive learning experience. The school promotes an inclusive environment for all, working in partnership with parents, carers and specialist agencies to provide all students with equal opportunities and to become mature, successful young adults.

Durants School

<http://www.durants.enfield.sch.uk/>

Durants is a maintained special for pupils with autism. We cater for pupils from 11-19 with space for 95 on roll. The school caters exclusively for secondary aged autism. A focus on the individual needs of each pupil is central to the core purpose of education at Durants. Staff tailor programmes for each pupil so that they develop the skills and interests that are relevant to them in a way that best suits their learning style. Education at Durants is both safe and enjoyable. When they are stimulated and enjoying their work, pupils work best so the curriculum is designed with an emphasis on communication and core skills as well as creativity and physical skills. At the same time safety is always paramount and the risks of all activities are assessed before being carried out.

Tottenham Hotspur Foundation <http://www.tottenhamhotspur.com/foundation/>

The foundation works with a wide range of age groups from primary school children and their parents, to older people living in sheltered accommodation. However, education and employment opportunities are at the heart of all work undertaken by the foundation.

Through strong links with local educators, employers and government, the foundation works with thousands of young people aged 16 - 25, helping them to gain qualifications through education initiatives, supporting them on to apprenticeship schemes and accessible routes to employment pathways.

Further Education Partners

University of Hertfordshire (UH)

[http://herts.ac.uk/?/](http://herts.ac.uk?/)

The University of Hertfordshire is innovative and enterprising and challenges individuals and organisations to excel. The School of Education within it is committed to developing excellence and confidence in teaching, learning and professional practice. It offers a wide range of programmes for individuals and exciting ways of working with partner organisations. The University is located in Hatfield, just 20 minutes by train from London's Kings Cross Station and within access of the A1(M).

King's College London

King's College has been training teachers for over 120 years and has developed a reputation for excellence in its training methods and the standards of new teachers we train being judged 'Outstanding' by ofsted at its most recent inspection. The PGCE academics are qualified teachers themselves and are highly experienced in teacher training. Based in the heart of London and close to Waterloo station, King's is surrounded by landmarks and cultural institutions that we incorporate into our training. Trainees value the effectiveness of their training in preparing them for their teaching career.

Why Choose School Direct?

Having run the School Direct programme for some time, and having evaluated our provision regularly, we believe that School Direct is a very attractive route into teaching, as:

- The practical, hands-on nature of the training appeals to many graduates who would like to immerse themselves in the world of work. For those taking the tuition fee route they can retain some academic study towards a Post Graduate Certificate in Education (PGCE).
- Such an approach allows trainees to develop lasting relationships with pupils and colleagues, as School Direct trainees spend more time in school than at university.
- Many of our trainees are former students or are part of the local community – in which they wish to reinvest. As an alliance, we are very keen to build a sustainable future of top quality professionals within our community.
- Dedicated subject and whole-school mentors support trainees throughout the programme, with professional development sessions, collaborative planning and delivery of lessons.
- Although trainees are based at a "lead" school, they do have a second placement at another school to provide a variety of experience.
- We can also offer additional experiences in very diverse settings, as the alliance has a unique body of members.
- Working alongside seasoned professionals and with specific groups of students for two thirds of the school year, allows trainees to gain a very "real" experience. Bonds are formed, understanding of a full academic cycle is gained and professional understanding is assured.
- The University of Hertfordshire works in partnership with the alliance: providing a first rate academic course, but also in ensuring that together, we are able to support and challenge trainees throughout the programme.

What Qualifications do I Need?

You should have a good degree (min. 2:2) in the subject you wish to teach. If you have another qualification, we will consider you if you have substantial work experience relevant to teaching your chosen subject. Previous experience of working with children and young people in school or other contexts is a considerable advantage. We are interested in your ability to communicate clearly and effectively, to be well organised, to be receptive, and to work as part of a team. You should have an interest in young people and be able to share your enthusiasm for the subject.

We are particularly looking for applicants with drive, humour and humility. You should be very keen to learn in an environment which can be pressurised, but is also one characterised by warmth and consideration for others. Engagement with and sensitivity towards young people and their particular requirements is essential. We are looking for adaptability and the ability to work well under pressure. We will need to judge whether, by the end of the programme, you will be able to reach the required standards. These cover professional values and practice; subject knowledge; knowledge of theory and research; lesson planning and recordkeeping skills; classroom management; your understanding of assessment and pupil progress; and the ability to reflect critically on your own practice and progress. By working closely with your mentor and a range of other members of staff, you will be a team player who makes contributions beyond the classroom.

You must also meet the entry requirements relating to GCSE qualifications (eg. English and Maths at C grade or higher or equivalent), Professional Skills Tests in both Maths and English, medical fitness and clearance from the Disclosure and Barring Service (DBS).

Finally, there is an expectation that you have a minimum of 10 days' experience in a school setting. School experience is essential if you're interested in becoming a teacher. Before you apply for your training, you'll need to gain as much experience in the classroom as possible in order to strengthen your application and prepare you for potential interviews. This experience can be gained in some cases through the School Experience Programme, details of which can be found at :

<https://getintoteaching.education.gov.uk/getting-school-experience>

What Qualifications will I Gain?

Tuition Fee Route: If you successfully make progress against the Professional Standards for Teachers

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf) then you will gain a PGCE, which also carries 60 M-level credits towards a Masters degree and also leads to Qualified Teacher Status (QTS).

Salaried Route: If you successfully make progress against the Professional standards for Teachers

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf)

trainees will be recommended for Qualified Teacher Status (QTS) and there is an option to be assessed for 30 Level 7 credits that can be accredited towards a master's degree, via our Continuing Professional Development programme.

If you do not have a "pure" subject-specific degree, or would like to refresh your subject knowledge, you may also wish to follow a Subject Knowledge Enhancement (SKE) course in biology, geography, maths, physics, chemistry, computing, design and technology, or a language. You may still be able to train to teach these subjects (and be eligible for the bursaries they attract) by building up or refreshing your existing knowledge with a subject knowledge enhancement (SKE) programme. SKE courses are fully funded – so you won't have to pay any tuition fees – and you may be eligible for a training bursary of up to £7,200 to support you throughout the course, details of which can be found at : <https://getintoteaching.education.gov.uk/bursaries-and-funding>

How Much will My Training Cost?

The alliance offers the Tuition Fee route. This incurs a cost of £9,250, although there are a range of scholarships and bursaries available for some subjects and phases – up to £25,000 for “shortage” subjects. Details can be found at:

<https://getintoteaching.education.gov.uk/bursaries-and-funding>

How are Selections Made for Entry to the Programme?

If you meet the eligibility criteria outlined above, then we will contact you and arrange for an informal meeting with key members of staff. If at this point we wish to continue with the selection then we will endeavour to give you every opportunity to shine during a broad, rigorous process. Although this process is lengthy, we will provide you with an outcome within 25 working days. Your application will then be forwarded to Kings College London or the University of Hertfordshire (depending on the course) and they will inform you of the result within a further 15 days.

On the selection day at the Pan Enfield Alliance, you will be asked to complete a written task; observed teaching part of a lesson to a whole class – the topic of which you will have been given prior to the selection day followed by an interview by a panel: most commonly, the subject leader and Headteacher and one other member of staff.

If you wish to find out more about the exact curriculum provision at Highlands School, please find at http://www.highlands.enfield.sch.uk/index.php?option=com_content&view=article&id=54&Itemid=55

We warmly welcome expressions of interest and if you wish to visit Highlands to get a taste of our vibrant, caring and hugely rewarding school, please do contact us to arrange a visit. Look out also for the School Experience Placement days! <https://getintoteaching.education.gov.uk/getting-school-experience>