



love languages love to teach

Teacher training in state and independent schools

www.nationalmodernlanguages.com



nl
National Modern
Languages

Teacher training in state and independent schools



English schools need more teachers of Modern Languages

Do you have the potential to be an outstanding teacher with a passion for Modern Languages?

Then train to teach with England's only national teacher training course that is:

- Dedicated solely to Modern Languages.
- Provides you with training in both state and independent schools.

This means you will get:

- Training that is specifically about the teaching of Modern Languages.
- Access to leading experts in Modern Languages teaching.
- To increase your career potential, with more job opportunities in a greater range of schools – across both the state and independent sectors.
- On the job training in schools, as well as access to university facilities.

We are looking for people who:

- Can demonstrate extensive subject knowledge in their chosen language or are native speakers.
- Have an enthusiasm for the culture of other countries.
- Have excellent written English.
- Display personal resilience and confidence.
- Have the ability to be reflective and are emotionally intelligent.

You can gain:

- Nationally and internationally recognised qualifications.
- Qualified Teacher Status (QTS).
- A Post Graduate Certificate in Education (PGCE) including credits towards a Master's degree.
- A wealth of directly relevant training.
- Tremendous opportunities to train to teach in a wide range of contexts.

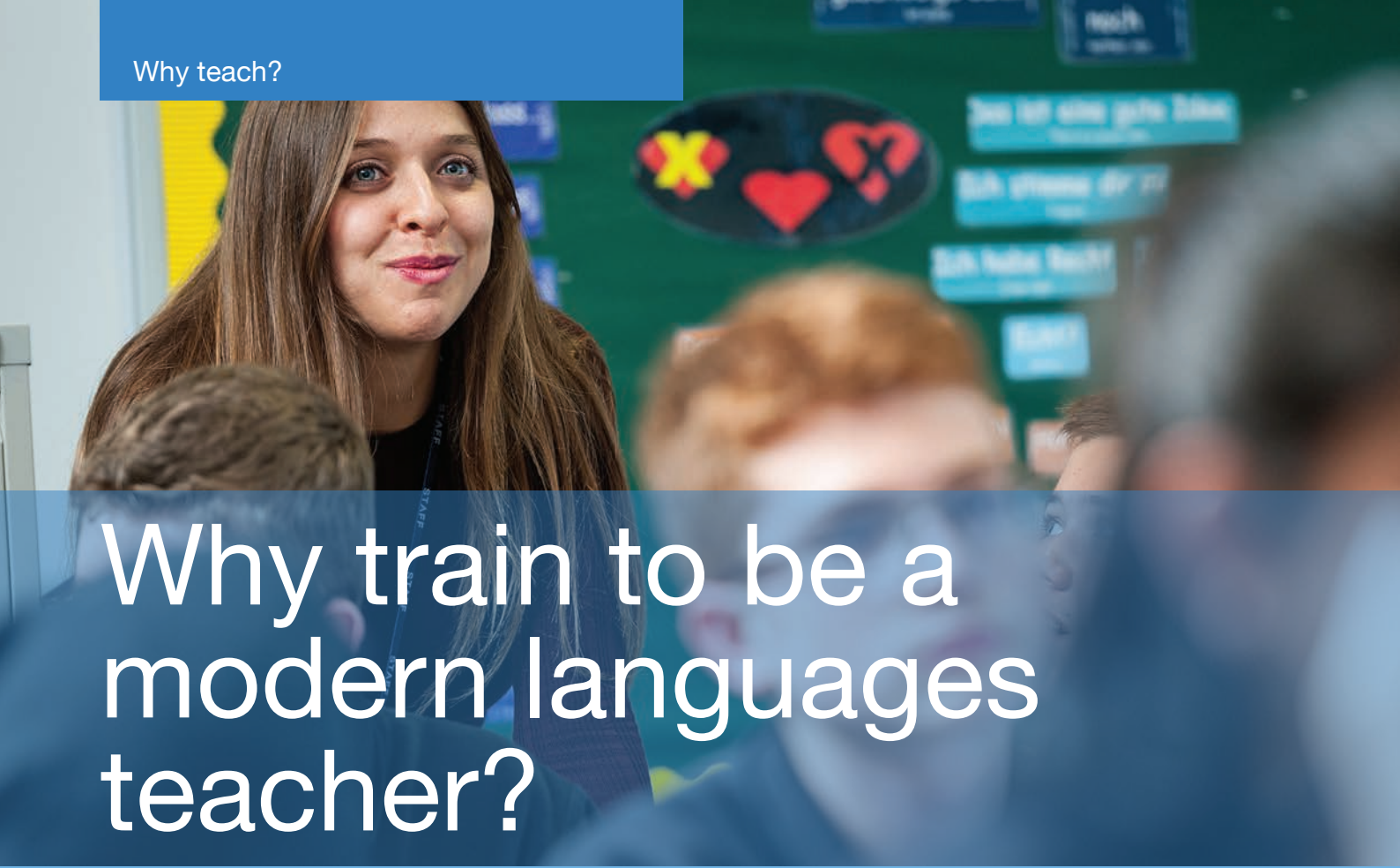
By the end of the course you will:

- Know and understand how to teach all aspects of languages.
- Be able to plan and prepare for lessons and set pupils' learning objectives.
- Have strong classroom management skills, such as knowing how to promote good behaviour and minimise disruption.
- Know how to teach pupils with special educational needs and disabilities.
- Be able to assess pupils effectively.



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Why train to be a modern languages teacher?

Why become a teacher?

There are many reasons why people want to teach. Often, it's because they enjoy working with children and young people and they want to make a difference to their lives.

Sometimes, it's driven by a real passion for their subject area or they are inspired by their own experience of education.

It's certainly a profession that provides fun, variety and challenge. No two days are the same – and you'll definitely feel that you are having a positive impact on young people's lives.

By becoming a teacher, you're also joining a profession that offers a huge variety of career opportunities – many of which you probably can't even imagine at this moment.

But at our Teaching School, we see the many different career paths that people take – and we support them along the way.

Future opportunities could include:

- Head of French/German/Spanish, or a Modern Languages department.
- Specialist Leader in Education – providing support across more than one school in Modern Languages. This could happen within a family of schools working together or, more formally, within a Multi-Academy Trust.
- A pastoral role, such as Head of Year or Key Stage, or leading on areas such as 'character education', 'student engagement', 'managing progress', etc.
- Senior leadership roles, defined by your experience and the needs of the school – ranging from Assistant and Deputy Heads, to Heads of School, Headteachers and Executive Heads.

- Working within a Teaching School, School Centred Initial Teacher Training and teacher professional learning, as a coach, mentor, trainer or facilitator.

Why teach Modern Languages?

The UK government is committed to increasing the proportion of pupils gaining language qualifications. To do this, they need more language teachers – so you would be joining a profession that really needs you.

As a languages teacher, you'll be in demand, so this puts you at a real advantage when looking for your first job.

Teaching languages introduces pupils to other cultures and improves their communication skills. A language GCSE can also give them an edge when applying to study a wide range of degree courses at university. In addition, languages will prepare them to compete in a global job market. In fact, around three quarters of employers responding to the CBI's Education and Skills Survey 2015 said they needed their employees to have some foreign language skills.

So as a languages teacher, you'll not only be giving pupils the chance to become fluent in another language, you'll be providing them a solid platform from which they can succeed in life.

On top of the job security and satisfaction, teaching languages also offers a competitive starting salary of at least £22,917, or £28,660 in inner London and a diverse range of opportunities for rapid career progression.

What do all teacher training courses have to provide?

Before you decide which route into teaching you want to take, you should find out about the common factors that apply across all teacher training courses.

To become a qualified teacher, you need to successfully complete teacher training. By doing so, you'll achieve 'qualified teacher status' – or QTS.

All teacher training courses must include:

- A minimum of 120 days in at least two schools to give you practical classroom experience.
- Academic study to give you the knowledge and understanding to teach successfully.
- An assessment of your teaching skills against national teaching standards.



Why choose our course?

We are the National Modern Languages SCITT

At its heart is the wealth of experience and outstanding teaching in Silverdale School, Sheffield. We will award your Qualified Teacher Status (QTS).

A SCITT is: School Centred Initial Teacher Training.

This means that, as well as learning the academic theory of teaching, you'll have placements within school to help build up your confidence and experience.

Train with other Modern Languages trainees

Your peers on the programme come from a wide variety of backgrounds with at least one thing in common – you all speak at least one language in addition to your mother tongue and have a wealth of linguistic and cultural expertise. It is our job to show you how to build on this as you become teachers of languages. Our programme has been set up to ensure that you receive individual, targeted support and guidance as you develop as languages teachers. Lead teachers and mentors work in close partnership to make this happen.

Be taught by experts in language teaching

Our programme is designed specifically to meet the needs of languages trainees working in English schools. Many of

you, not all, will be native speakers of languages other than English (e.g. French, German or Spanish). We have particular expertise in supporting those schooled in other countries – we know the issues you may face in terms of the language of behaviour management, for example, or in developing your use of appropriate target language to make it accessible to all of your pupils.

First class school-based training but with access to full University facilities

We work closely with Sheffield Hallam University to ensure that all of our students achieve not only QTS but also PGCE with 60 Master's credits. Our students also have full access to all of the facilities at Sheffield Hallam University.

We run core training days (day school), where you will learn about all of the key aspects of teaching languages in a vibrant, varied and supportive environment and also have the opportunity to share experiences with your peers and access the support from our lead teachers.

You will gain experience in a wide variety of settings starting with two weeks in a primary school, two main placements in complementary secondary schools, and a visit to a special school.

We ensure that you will have an experienced and dedicated school-based mentor, who will support you throughout the year in tutorials, seminars and informal meetings.



Train in both state and independent schools

Our SCITT has geographical hubs which centre around a cluster of state and independent schools in a local area making it easier for trainees to find a location that suits their needs.

Our partner schools are drawn from the best state and independent schools and are available in many parts of England, so you have plenty of options when it comes to the location of your placement, plus you'll have the support of the whole group of linguists when you meet together for our combined training.

We currently have hubs in **Sheffield, Bolton, London, Oundle** and **Abingdon**, but our network is growing. Usually a trainee is based within one hub but, in exceptional circumstances, we can consider placements in other schools – particularly if a trainee has an existing relationship there.

Placements in the very best Modern Languages departments

You will be placed in the very best schools that have excellent, vibrant modern language departments, teaching a variety of students. We only work with schools that teach more than one language and have a curriculum for Key Stages 3 and 4, and sometimes up to Key Stage 5. These are departments involved in the cultural aspects of languages – organising trips and displaying a genuine enthusiasm for their subjects.

A unique familiarisation programme

We offer a unique familiarisation programme, which allows you to meet your peers and have an in depth introduction to the English education system, as well as teaching and learning prior to going into your first placement school. This means that when you start in your first placement school you will feel fully prepared.

A support network from the very start

From the moment you join us, you will be supported by an experienced and friendly team, from the SCITT Director and lead teachers to the admin personnel and school based mentors.

From the start, you will be encouraged to get to know your peers and develop your own close knit family of fellow trainees across the partnership who will act as invaluable support as the year progresses and later on as you begin your career.

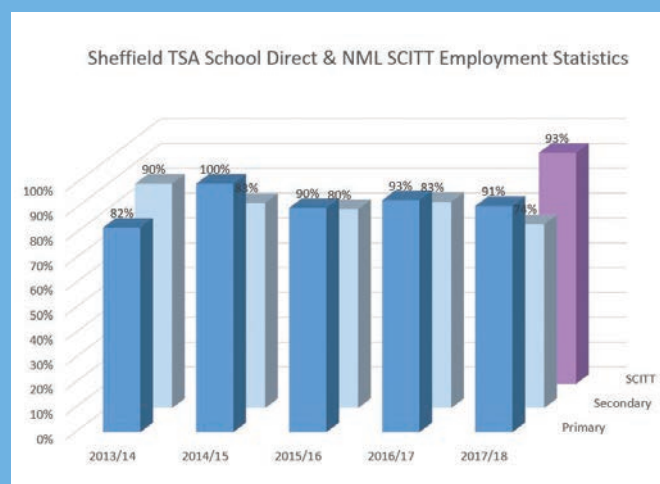
You will have subject specific training with your lead teacher and seminars with university lecturers. Our experienced and caring leaders and staff will be able to help you with all aspects of the course and support you personally if the going gets tough.

Within your placement school, you will have the support of each individual school's Initial Teacher Training Co-ordinator who will ensure your in-school training programme meets your needs. You will also have a school-based mentor who will meet with you formally once a week as well as support you throughout your time in school.

A Teaching School with a track record of getting trainees into jobs

When it comes to applying for jobs, we will give you all the support you need with applications and interview techniques to help you secure your all-important first job.

Our Teaching School has a strong track record of supporting trainees into jobs – across subjects that are much harder to break into than Modern Languages.



A Teaching School that supports you throughout your career

From the moment you enrol, you are embarking on a journey of Continued Professional Development (CPD). This is one of the many advantages of working in education – and it is something we take to heart.

Once we receive your acceptance, we send you a summer reading list to help you gain an insight into the history of the English education system. You will be required to carry out independent reading and fill in a reflective journal to be completed before the course starts.

If you need help as a non-native speaker of English, we will send you links to everyday life in England, great British films and recommended novels to start your training journey.

Our Teaching School has a clear path of CPD for excellent trainees who become Newly Qualified Teachers (NQT), Recently Qualified Teacher (RQTs) and for future middle and senior leaders. This is provided through our NQT training programme, Early Career Development Programme and links with the National College for Teaching and Leadership (NCTL) Licensee provision for middle and senior leaders. Many of these programmes provide Master's Level accreditation which builds on the PGCE course.

What is involved in our course?

The main elements of the course:

- An induction course at the end of August which links closely with what is happening in your school experience and gives you structured follow-up tasks to complete over the first few weeks of the course.
- Eighteen further 'Day Schools' when all trainees come together to learn, discuss and share ideas about teaching languages.
- A series of structured tasks supported by reading provided through Online Modules.
- Ongoing school-based support in one of our geographical hubs throughout the year based on an Individual Training Programme.
- An opportunity to teach in two schools.
- Language-specific documentation to support planning and observations.
- Documentation to support monitoring and assessment of progress.
- Support and advisory visits by your nominated lead teacher.
- Online and face to face support and training for you and your mentor.
- Support for you in developing your Portfolio to present at Final Assessment of Qualified Teacher Status (QTS).
- Assessment for the qualification of PGCE through Sheffield Hallam University in 2019/20. This will be through two written assignments of 4000 words assessed at Master's Level. You will be given access to online support from Sheffield Hallam University
- Support to gain employment as a Newly Qualified Teacher (NQT)

This is a programme designed to meet your individual needs as you train to teach, but with common elements that apply to all trainees.





Individual Training Plan (ITP)

With the help of your school in one of our geographical hubs, you will devise an Individual Training Plan (ITP) at the start of the year which is regularly reviewed. After ascertaining what your initial needs are in September, your mentor then plans with you this individual programme of support across the year; a new ITP is put together at the start of each of the three Phases of the course.

This process is supported by tasks set for you to complete after each Day School. An additional Activity Bank gives clear examples for you and your school of the type of activity the school could offer to supplement the activities you complete between Day Schools over the course of the year. This is designed as a support for schools and may not be needed if you are getting ample experience through other training offered by the school.

The range of training activities outlined on your ITP will provide you with clear evidence that you are developing your

competence in all of the criteria set by the National College for Teaching and Leadership (NCTL) – the body responsible for teacher training in England. These criteria are used by all teacher training courses and schools in England and are called Teachers' Standards.

You will draw on your ITP for each Phase of the programme and the outcomes of your training activities to create a personal, reflective Portfolio of your year's work which you will present to your school and lead teacher for final assessment in May/June. We will give you guidance on how to record and collate your evidence throughout the year. You are responsible for keeping all records resulting from the activities you do in school. We expect you to stand on your own two feet, to be independent and to take the initiative.

The programme is designed to ensure that all input from the Day Schools, the Online Modules and from school is linked to your progress against the Teachers' Standards.

The main aims of the course

- To create a training plan to meet your individual needs.
- To develop your teaching competences through a phased induction into good practice in languages teaching under the guidance of a mentor in your training school.
- To enable you to engage critically in debate about education.
- To familiarise you with the organisation and management of schools in England.
- To be explicit about the thought processes of effective teachers.
- To rehearse encounters you will have with pupils, their parents or carers and other teachers.
- To support you in considering how pupils learn language and how this knowledge can influence your planning decisions.
- To teach you how to get pupils talking in a foreign language.
- To teach you how to assess and monitor pupils' work.
- To help you to become the teacher you want to become.
- To prepare you for the next step into employment.
- During your training you will complete a personal log of your professional development which will enable you to evidence your progress and focus on gaining a wide range of experiences to prepare you for future employment.
- As part of your teacher training course, we will also ensure that you have the opportunity to visit a primary school and to experience language teaching post-16. The aim of these experiences during your training year is to learn more about the phases in education that come before and after Key Stages three and four. This will focus your attention on the needs of pupils throughout their secondary schooling. In addition, we will support you in enhancing your insight into the special needs provision.
- For those of you who join our programme from abroad, our course provides you with the opportunity to not only develop your English language skills but also to experience first-hand innovative teaching methods, the English education system and everyday life in the UK.
- Our Teaching School Alliance (TSA) is at the forefront of current professional development to enhance expertise of teaching of English as an additional language (EAL). All of this knowledge and skill has been integrated into our course and in the future we hope to offer a recognised qualification in the teaching of English as an additional language.
- In the second part of your training course, we will help you prepare for your next steps to continue your teaching career. We will use our extensive network of partnership schools in the state and independent sector to highlight teaching vacancies and support you with the application process, guide you through the interview preparation and help you get ready for your first job. Sheffield TSA is designated by the Department for Education as a statutory body for Newly Qualified Teachers. This means that we have extensive expertise in preparing new teachers to successfully complete their induction year after gaining Qualified Teacher Status.
- Hopefully you will start a fulfilling career which will see you advancing from your successful training with the National Modern Languages SCITT to employment and continued professional development within our network.

The Day School Programme and Online Modules

The Day School programme works as a spiral curriculum constantly developing your thinking. Throughout the year, across the three Phases of the course, we group our teaching into ten themes or strands. These are also mirrored in the Online Modules.

The Online Modules are structured throughout with an introduction (giving the rationale) followed by Key Readings and Post Reading Activities. These may be individual and may be written, or they may direct you to discussion with your School Based Trainer or other key staff in school.

The themes are deepened as we move through the year and thus your reflections and practice in school should also deepen and develop as you try out new ideas and techniques.

Our broad themes for both Day Schools and Online Modules are:

1. Planning
2. Target language
3. Language skills development
4. Grammar and communication
5. Key stage two and post-16
6. Inclusion and differentiation
7. Assessment
8. Managing behaviour
9. Enriching the Languages curriculum
10. Learning to teach



The Online Modules are designed to support your academic study – the PGCE or QTS assignments. The following online module themes are revisited in every phase with increasing challenge:

- SEN
- Learning theory (grammar, communication, psychological development, language skills development, target language)
- Planning
- Behaviour management
- Pastoral curriculum
- EAL
- AfL

School based training

You will spend most of the year in one placement school in one of our geographical hubs. However, you will also spend at least six weeks in a second school; these arrangements are statutory. This second school will complement your first placement to ensure you have a varied experience of schools – particularly in both the state and independent sectors.

Our choice of placement school is based upon your experience to date, areas for development and any relevant personal circumstances. We want you to be happy in your placement school and will endeavour to take any personal requests into consideration.

In addition, you will have the opportunity to visit a special school. This will help you to develop your skills so that you are prepared to teach the full ability range of students and see differentiation in action.

Our partner schools and hubs

As a trainee with the National Modern Languages SCITT, you will be primarily based at one of our hubs (currently Sheffield, Bolton, London, Oundle and Abingdon). Our partner schools in these hubs are drawn from the best state and independent schools in England, ensuring you have a variety of options when it comes to the location of placements.

Throughout the year you will also come together with all the National Modern Languages SCITT trainees for combined training from our linguist specialists.

Sheffield Hub



At the core of the Sheffield hub is Silverdale School, an accredited provider of Qualified Teacher Status (QTS) and an outstanding school voted Top State School of the North 2018 by the Sunday Times.

We have a strong network of existing primary and secondary schools in both South

Yorkshire and North Derbyshire. The network has been built through School Direct and is now one of the largest in the country. In light of this success, the NCTL accredited Silverdale School as the National Modern Languages SCITT. Silverdale School and their partners have a strong and successful history of training teachers in modern languages.

Sheffield is the fourth largest city in England and one of the greenest in Europe. Its vibrant cultural and leisure attractions, and proximity to the countryside of the Peak District, make it

one of the most popular university cities for students staying on and making it their home after their education.

Sheffield is also safer than other big cities. The UK Peace Index 2013, a study using Home Office data, found Sheffield to be England's safest major city. As well as being a friendly city, Sheffield is one of the cheapest to live for students.

You can find out more about the city of Sheffield and what it has to offer at:

www.silverdale-chorustrust.org

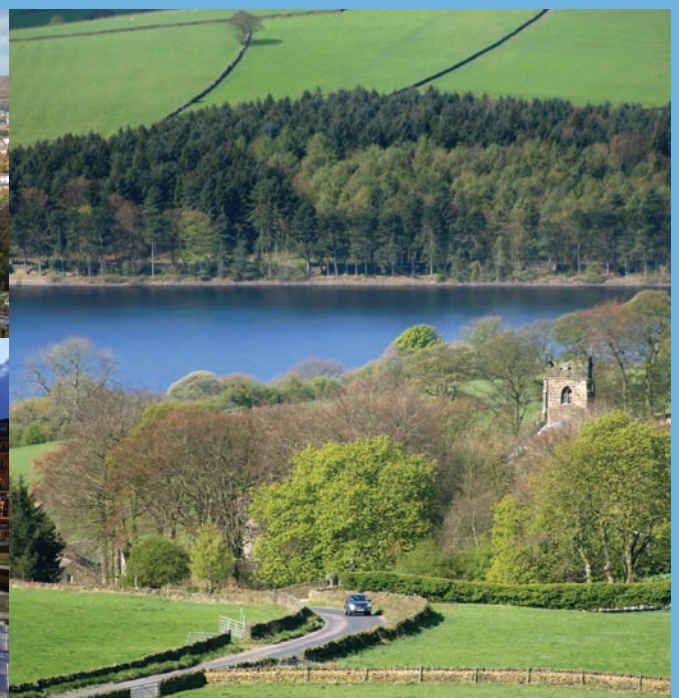
www.welcometosheffield.co.uk/visit

www.theoutdoorcity.co.uk

www.sheffieldnights.com

For information about travel in Sheffield:

www.travelsouthyorkshire.com





Bolton Hub

Bolton School is one of the largest independent educational establishments in the country. It consists of the Girls' Division and the Boys' Division, each separate schools with their own Headteachers but a single Governing body and an extensive shared campus. Both the Girls' and Boys' Division have a history of training new entrants to the profession. Their academic results consistently place them amongst the top schools in the North of England and often within the top 100 nationally. The vast majority of their students go on to their first choice university and they have a regular flow of sixth formers to highly competitive courses.

Bolton is often called 'one of the UK's friendliest towns'. It offers cultural, sporting and historical attractions, as well as breath-taking scenery.

You can find out more about Bolton and what it has to offer at:

www.boltionschool.org

<http://visitbolton.com>

www.boltonarena.com/about

For information about travel in Bolton:

<http://visitbolton.com/travelinformation>



London Hub

Dulwich College in London, a member of the Headmasters' and Headmistresses' Conference Group (HMC) is an academically selective independent boys' school in south London. With its 400th anniversary in 2019, Dulwich has a distinguished tradition of inspired teaching and genuine scholarship.

Boys proceed from Dulwich to the most competitive of universities in the UK and in the world and thereafter into all the major professions, with a high number choosing to work in medicine, engineering and the law. The College has a long standing reputation for producing some of the finest actors, musicians, sportsmen and writers in the country.

London is one of the world's leading capital cities and offers you a wealth of opportunities. From the beautiful Dulwich Village to the 24-hour attractions of central London, there is something for everyone. The range of cultural, sporting and leisure opportunities is the best in the country.

You can find out more about Dulwich College and London and what they have to offer at:

www.dulwich.org.uk

www.dulwichonview.org.uk

www.visitlondon.com

For information about travel in London: www.tfl.gov.uk



Abingdon Hub

At the core of the Abingdon Hub is St Helen and St Katharine, a vibrant and stimulating independent school for bright girls and young women aged 9-18 with enquiring minds. They encourage students to discover and develop their own strengths, enabling them to achieve academically and develop the self-belief and confidence that will equip them for life.

St Helen's partnerships with other schools in the area are strong and numerous, including most recently the Girls do Physics initiative which is already encouraging more girls in a state funded school to study science at a higher level.

With a history of successfully training new entrants into the profession, the school will be working in partnership with

Abingdon School, Larkmead School and Radley College to provide a diverse range of classroom experience for trainees.

Located 6 miles south of Oxford, Abingdon is a historic market town with a thriving local community and the home to many schools and colleges. At SCITT's Abingdon Hub you will find strong educational traditions and a supportive and ambitious teaching environment.

www.shsk.org.uk/
www.abingdon.gov.uk
<https://oxfordcity.co.uk/>
www.experienceoxfordshire.org



Oundle Hub

Oundle School is situated in the quintessentially English market town of Oundle, about 90 miles north of London in Northamptonshire. The school's buildings, dating from the 17th to the 21st centuries, are dispersed throughout the town, which is, to a large extent, its campus.

The school's history dates back to 1556, when Sir William Laxton, Master of the Worshipful Company of Grocers and Lord Mayor of London, endowed and re-founded the original Oundle Grammar School. At the beginning of the 20th century, Oundle was put firmly on the map of leading English public schools by its most famous headmaster, F W Sanderson, who established Oundle's reputation as one of the great science and engineering schools, a reputation still renowned today.

There are currently 1110 pupils on roll at Oundle School, with 860 boarders and 250 day pupils. Also within the Corporation of Oundle School is Laxton Junior School, a day school for children aged 4 to 11.

Oundle itself is a beautiful, buzzing market town with delightful mix of cafes, independent shops, farmers' markets and food traders. As a cultural hub with music, literature, sporting and food festivals, its pull has never been stronger.

<https://www.oundleschool.org.uk/>
<https://www.oundle.info/>
<https://www.travelaboutbritain.com/northamptonshire/oundle.php>

Accommodation, travel and childcare

Accommodation in Sheffield

Sheffield Hallam University offers a friendly free service to help you find the right place to live in Sheffield at: www.shu.ac.uk/study-here/accommodation

There are also many local lettings agents in Sheffield. We at NML SCITT are here to support you in your professional journey; this includes helping you to find the right sort of accommodation for you and your family if needed. Please speak to our office staff and the course leader about how we can help. When you attend our familiarisation programme in the Summer holiday, we will have temporary accommodation should you need it. During the year, we are happy to negotiate a special rate in local hotels to support your travel to a hub for Day Schools.

Accommodation in our hubs

Many of our independent school partners can offer help with finding accommodation in their local area. Please contact us at the NML SCITT for more information.

Child care facilities

As an enrolled student with Sheffield Hallam University you are able to access information about Sheffield Hallam University's nursery and other childcare in Sheffield: www.shu.ac.uk/about-us/our-services/nursery

Partner Schools may also have childcare facilities, please ask about this at interview.



How to apply

Support for your application

Our dedicated and experienced admin team will guide you through all the necessary paperwork and support you every step of the way.

They will check your qualifications, advise you on which documents you need and support you in financial matters.

How to make your application

First of all, if you are not registered with UCAS you will need to sign up and pay a small fee. This can all be done on-line at UCAS.

You should search for the National Modern Languages SCITT with Silverdale School.

Our provider code is 2F1 and our course code is 342L - these are all you need to find the right course.

Timetable for applications

The UCAS system usually opens in late October or early November and is open all year or until the course is full. Your application will arrive in the SCITT immediately and we begin the recruitment process with a shortlisting exercise which looks at an applicant's strengths and weaknesses.

Please remember that we are considering applicants in the academic year before they begin the course, so an applicant applying in October will begin their course in the following September.

What are we looking for in trainees?

The potential to be an outstanding teacher with a passion for your subject, to have sound subject knowledge and an understanding of the educational context in England.

We also welcome applications that can demonstrate: good written English, resilience, enthusiasm, confidence, the ability to be reflective and emotional intelligence.

We expect you to be aware of the professionalism required to teach and to demonstrate your empathy and understanding when considering how a child develops.

Your application should also detail how much experience you have gained in an educational setting.



Entry requirements

You need:

- A good honours degree or a recognised equivalent qualification with a high level of fluency in at least one modern language.
- High fluency in English.
- GCSE English and Maths Grade C/4 or above or equivalent.
- If English is not your first language, you may need to take an equivalency test.
- You must also successfully complete the Professional Skills Tests sta.education.gov.uk in numeracy and literacy as designated by the National College for Teaching and Leadership.
- It is recommended that you have evidence of some relevant teaching experience. This could be through a School Experience placement or via voluntary work you have organised yourself, or experience gained in another

setting. This experience is not a compulsory requirement but would of course support your application. If you are unsure about this or want to discuss it further, please contact us.

- As you will be working with children, you will be required to complete a declaration of criminal convictions and health check forms.

We consider each application on its merits. If you have any questions about whether you have the right entry requirements, please contact our dedicated team on +44 114 235 7980 or email enquiries@nationalmodernlanguages.com

We will accept equivalents from the <http://www.equivalencytesting.com> - please look at their website if you need to consider this. We also welcome, and may insist on, NARIC Statements of Comparability - you will need to send your qualifications to NARIC and pay a small fee to obtain this statement. <https://www.naric.org.uk/naric/Individuals>

How we select trainees

The National Modern Languages SCITT will shortlist candidates using a scoring matrix and invite successful candidates for interview at either one of our hubs or another partner school.

The interview process will include representatives from the schools and will be a half-day to a full day process.

We are committed to providing a high quality experience for prospective trainees and have planned our interview days accordingly.

The process may be longer than you have anticipated but the end result is that we have the best trainees training with the best schools.

We will contact all successful applicants at the end of the interview day. Similarly, we will provide written feedback if we have not made an offer.

What happens when you are accepted onto the course?

After you have accepted your place on our course, your professional development will start. Several documents/tasks will be sent out in stages to get you ready for the official start of your teacher training.

We will gather information from you which will help us to get to know you better and highlight any additional training needs you may have.

The documents and tasks we will send are:

1. 'My profile as a language learner'

This is to help us get to know you better.

2. 'The History of Education in England'

We send you a summer reading list, which will require independent reading and the completion of a reflective journal.

3. Welcome pack

With information about the placement school and surrounding area, interesting snippets of what you might experience during the year and essential official documentation and support.

4. If you need help as a non-native speaker of English, we will send you links to everyday life in England, great British films and recommended novels to start your training journey.

Our familiarisation programme takes place in the last week of the Summer holidays each year.

Enrolment Day 1:

- Launch of the course
- Administration
- Your individual training plan

Familiarisation Day 2:

- Launch of the course
- Learning a language as a beginner
- Developing strategies and routines for effective use of target language

Familiarisation Day 3:

- Lesson planning
- Presenting and practising new language
- Memorisation techniques

Familiarisation Day 4:

- Lesson planning (continued)
- Games and motivating resources
- Introduction to key documents



Support

From the moment you join us, you will be supported by an experienced and friendly team, from the SCITT Director and lead teachers to the admin personnel and school based mentors.

Even when you are considering applying to us, please do contact our team – as they can give you lots of information and advice about your application.

You start your course with familiarisation days which are a great chance to get to know everyone. During this early induction period you will be encouraged to get to know your peers and develop your own close knit family of fellow trainees across the partnership, who will act as invaluable support as the year progresses and later on as you begin your career.

You will have subject specific training with your lead teacher and seminars with university lecturers. Our experienced and caring leaders and staff will be able to help you with all aspects of the course and support you personally if the going gets tough.

Within your placement school, you will have the support of each individual school's Initial Teacher Training Co-ordinator, who will look after you whilst in school and who will ensure your in-school training programme meets your needs. You will also have a school-based mentor who will meet with you formally once a week as well as support you throughout your time in school.

When it comes to applying for jobs, we will give you all the support you need with applications and interview techniques to help you secure your all-important first job.

Finance

Fees

The tuition fee for our 2019/2020 programme is **£9,250**.

Scholarships and Bursaries

You may be eligible for a Government bursary according to your degree classification. The NML SCITT will assess your eligibility for a Government bursary and put this in writing to you as soon as possible. We will need to verify your home or EU status as well as your qualifications before we can make a recommendation to the UK Government.

Alternatively, scholarships are available and assessed by the British Council. You should apply directly to them for this funding.

Modern Languages	Eligibility			
	(These figures were correct for 2018/19 but may be increased by the Department for Education for 2019/20)			
	Scholarships	Trainee with 1st/ PhD	2:1/Master's	2:2
	£28,000	£26,000	£26,000	£25,000

For further information and eligibility criteria please refer to the NCTL guidelines at:
<https://getintoteaching.education.gov.uk/funding-and-salary/overview>

Or read the British Council guidance to Languages Teacher Training Scholarships at:
<https://www.britishcouncil.org/education/schools/support-for-languages/languages-teacher-training-scholarships>

For additional information regarding Language Scholarships and how to apply go to:
<https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/languages-scholarships>

Tuition fee and Maintenance loans

You may be eligible for further financial support via tuition fee loans or maintenance loans. For further advice, please contact Student Finance England:

<https://www.gov.uk/contact-student-finance-england>

Important information for non-UK EU nationals and EEA citizens following the referendum result:

EU nationals applying for teacher training in 2019/20 will still be eligible for a tax-free bursary or scholarship and a tuition fee loan. Under current rules, EU nationals can access this support if they have resided in the European Economic Area or Switzerland throughout the three-year period before the start of the course.

For more information visit:
<https://eucitizensrights.campaign.gov.uk/>

We can provide help to trainees who, because of the location of their placements, have to travel over 25 miles in one round trip.

Contacts

The National Modern Languages SCITT – enquiries@nationalmodernlanguages.com

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Course Leader: Katrin Sredzki-Seamer – ksredzki-seamer@silverdale-chorustrust.org

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Sign up for our e-bulletin and receive regular updates about our course and modern language teaching at: <http://eepurl.com/dkDW8T>