



Norfolk Teacher Training Centre

Prospectus



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Director's Welcome

Welcome to the Norfolk Teacher Training Centre, part of City College Norwich.

We are delighted that you are considering training as a teacher, possibly one of the most rewarding and stimulating careers. We hope that the information in this prospectus will help answer some of the questions you may have and give you a good flavour for the style and format of our course.

The teacher training year is unique! By successfully gaining a place on a teacher training course, you will be following a professional development programme which leads directly to a career in which you will be changing lives. Therefore, we believe that you need a special mixture of teaching experience, skills based training,

on-the-job coaching and classroom research all supported in a nurturing environment.

So please take time to ensure that all your questions are fully answered, either through this prospectus, through our website or our support and advice professionals, here at City College Norwich.

We hope you find planning your career development a stimulating and rewarding exercise and we look forward to meeting you soon.

Paul McCann
Director of Norfolk Teacher
Training Centre



About NTTC

Norfolk Teacher Training Centre (NTTC) offers a one year post graduate teacher training course accredited by the Department for Education (DfE).

Norfolk Teacher Training Centre (NTTC) is a leading teacher training provider with an outstanding reputation.

Established in 2014, the number of trainee teachers on our programme has grown year-on-year, and over 170 teachers have graduated from NTTC and entered the profession since we began.

Everything we do is about training outstanding teachers. We are dedicated to you and your future in this dynamic and rewarding profession.

We believe that you should be at the centre of your own teacher training programme, so we provide you with as much choice as possible over your course design and placement schools.

We are known for our flexibility and this is because we have a proven track record in delivering bespoke programmes for our trainees which lead to outstanding success.

We work with over 55 partnership schools, academies and colleges, and on our programme, you will spend most of time teaching in a school rather than studying in a classroom.



The Provenance of NTTC at City College Norwich

NTTC is proud to be part of City College Norwich (CCN) and it's history of over 125 years of facilitating courses and training opportunities for the County and wider Region.

City College Norwich holds NTTC's accreditation to run programs leading to QTS and is pivotal to the way in which we govern our centre. All NTTC trainees are enrolled as students of Higher Education with City College Norwich.

City College Norwich's outstanding and vibrant campus, where the majority of our

Professional Development Programme takes place, has fantastic facilities and resources which you'd have access to as an NTTC trainee.

Furthermore, City College Norwich offers a wealth of student services from childcare facilities to health & wellbeing support and it's own Students' Union.

Routes to QTS

What teacher training courses do you offer?

At the NTTC, we offer three teacher training courses leading to QTS. The table below shows the type of courses that we offer. All three routes are available for individuals looking to train in Primary or Secondary.

Course	Ideal Candidates	Course Fee's	Bursaries	More information
School-Direct Fee Funded	Individuals with limited experience but an enthusiasm for working with young children in their chosen specialism.	£9,000.	Some bursaries available depending on subject.	Pages 9 & 7
Post Graduate Teacher Apprentice (PGTA)	Individuals with experience of working in schools and have secured employment with an employer able to support them through the programme.	There are no course fee's for the individual as their employer will be responsible for covering these.	None Available but individuals are paid a salary.	Page 27
Assessment Only	Individuals in employment with two or more years teaching experience in a minimum of two schools.	£2,500 plus additional expenses if deemed necessary.	None Available.	Page 47

Entry Requirements

What qualifications will I need ?

To apply for teacher training with NTTC you will be required to hold a UK honours degree, preferably a 2:2 or higher.

You must have a GCSE grade C/4 equivalent in English and Maths for Secondary and in addition a Science GCSE grade C/4 for Primary.

For overseas qualifications, you will need to seek formal confirmation from the National Recognition Information Centre, NARIC (www.naric.org.uk), that your qualifications are equivalent to those offered in the UK before you are interviewed.

We are able to facilitate equivalency testing for successful candidates who do not hold the correct GCSE qualifications.

However, as important as your qualifications is your experience of working with young people, your enthusiasm for teaching and being able to demonstrating a commitment to teaching.



Qualified Teacher Status

What will I get at the end of my training?

Our school based courses are ideal for anyone who has a passion for teaching and who wants a substantial element of classroom experience as part of their training. It is the most practical way to gain Qualified Teacher Status (QTS).

On completion of the course, successful trainees will have QTS enabling them to work as a teacher in maintained or non-maintained schools in England and Wales.

At the end of your training, you will also have a depth of experience of working with young children in a variety of settings giving you the skills to teach in any school and academy.

Your school based experience will be underpinned by a professional development programme through which you will develop the knowledge, skills and understanding needed for the teaching profession, along with the key issues which shape educational provision for young people.

Our courses give trainees a good foundation on which to build their teaching career. Not only do we support trainees through their training, but help them to prepare for their NQT year and further career in teaching by providing expert advice and insight to the profession.





Primary Teacher Training Programme

Course Overview

On this course you will learn how to develop your subject knowledge in the context of the Primary curriculum, within your chosen age phase.

We will support you as you explore ways of translating your subject knowledge into effective and engaging learning activities. Throughout your training year you will encounter and explore different methods for using your knowledge and enthusiasm in order to grow into a teacher whose work inspires young minds.

We will involve you in developing your own understanding of the structure of the Primary curriculum, and you will learn how to use this as the basis from which to build consistently strong lessons. You will learn the craft of lesson planning, creating learning-centred activities alongside a clear vision for how young minds learn. You will be supported in learning how to assess pupil progress and how to use the results of your assessments in order to refine your lessons. All our programmes help trainee teachers to channel their enthusiasm for their age phase specialism into lessons which are grounded in key principles of the curriculum and a commitment to see pupils achieve.

You will explore how data is used in education to monitor and plan for progress.

Importantly, you will also come to share our vision of how Primary teaching contributes to the lives of development of young learners and prepares them for their schooling ahead. As with all our programmes, you will learn a range of strategies for promoting and securing excellent behaviours for learning which have achievement and self-confidence at their core.

Throughout the programme, you will be supported by your mentor who will be a Primary specialist who understands your needs and with whom you can work in partnership to ensure you have a fantastic and fulfilling year.

All trainees will gain experience teaching Key Stage 1 and either Key Stage 2 or Reception.

Course Structure

Our one-year programme is based on the 37-week academic year.



As part of your programme, you will receive:

- A minimum of 120 days in the classroom gaining practical experience and skills supported by your school based mentor. This will involve learning the curriculum, lesson observation, team teaching, solo teaching and learning support across at least two key stages.
- You will gain experience in at least 2 of our partner schools, to gain confidence in teaching across a range of settings and Key Stages.
- A Professional Development Programme which includes training days at CCN, learning conferences, subject knowledge development days and portfolio preparation days.
- Typically, you will spend 4 days per week in school and 1 day per week at College.

Assessment

To successfully complete the course, you will be required to:

- Demonstrate that you have met the Teachers' Standards as part of the Professional Development Programme.
- Keep a Professional Practice Portfolio providing evidence of personal progress throughout your programme. The portfolio should also contain reflection on academic issues and reading of relevant published educational research (more about this in the Professional Practice Portfolio section).
- Complete three assignments connecting your school based experience within the context of pedagogical research. Two assignments will be individual written short essays and one will be a group presentation.
- Participate fully in the life of your placement schools, keeping a record of your progressive teaching experiences and evidence through a reflective journal.



Curriculum Knowledge Development

To help develop a deeper understanding and confidence in all areas of the curriculum you will take part in our subject knowledge development programme.

- Throughout the programme, you will have dedicated time to explore & expand your knowledge in each of the 11 subject areas covered in the Primary curriculum.
- We provide an additional 6 days to focus on subject knowledge development alongside the development of your teaching skills.
- The days are run by practicing experts from within our partnership who currently teach within the Primary setting and are therefore perfectly qualified to support you.
- Throughout your school placements, we will support you fully in ensuring that your subject knowledge is continuously improving and helping you to become a more effective teacher.





Primary Partnership Schools

At NTTC our Primary Partnership schools is continuously growing, with over 15 currently.

A fundamental course requirement is that you must complete at least two contrasting school placements, with a minimum placement time of one academic term in each.

We are fully committed to placing trainees with mentors who we know will be able to support them best throughout their training. Choosing the right placement school for you is important and we also take into consideration your past experiences and knowledge.

Our Primary Partner Schools currently include:

- Edith Cavell Academy & Nursery
- Gaywood Primary School
- Great Dunham Primary School
- Hillside Primary School
- Mulbarton Primary School
- Nelson Infant School
- Rackheath Primary School
- Sporle Primary School
- St Andrew's School
- St Mary's Community Primary School
- Stalham Academy
- The Parkside School
- Town Close House Preparatory School
- Wayland Junior Academy
- Wensum Junior School
- West Winch Primary School
- Wroughton Junior Academy



Secondary Teacher Training Programme

Course Overview

On this course you will learn how to develop your knowledge of your chosen subject within the context of the Secondary curriculum, from Key Stage 3 to Key Stage 5.

We will support you as you explore ways of translating your subject knowledge into effective and engaging learning activities. Throughout your training year you will encounter and explore different methods for using your knowledge and enthusiasm in order to grow into a teacher whose work inspires young minds.

We will involve you in developing your own understanding of the structure of the Secondary curriculum, and you will learn how to use this as the basis from which to build consistently strong lessons. You will learn the craft of lesson planning, creating learning-centred activities alongside a clear vision for how young minds learn. You will be supported in learning how to assess pupil progress and how to use the results of your assessments in order to refine your lessons. All our programmes help trainee teachers to channel their enthusiasm for their subject specialism into lessons which are grounded in key principles of the curriculum and a commitment to see pupils achieve. You will explore how data is used in education to

monitor and plan for progress.

In addition you will learn how different examination boards structure their GCSE and A level papers, develop an understanding of how these are marked and model your own teaching to prepare pupils for the rigours of exams. Importantly, you will also come to share our vision of how your subject contributes to the whole curriculum and have opportunities to explore cross curricular links working with colleagues.

As with all our programmes, you will learn a range of strategies for promoting and securing excellent behaviours for learning which have achievement and self-confidence at their core.

The programme provides you with constant opportunities to reflect on your professional practice and to acquire a depth of professional understanding of teaching, learning and assessment.

Course Structure

Our one-year programme is based on the 37-week academic year.

As part of your programme, you will receive:

- At least 120 days in the classroom gaining practical experience and skills supported by your school based mentor. This will involve subject knowledge, lesson observation, team teaching, solo-teaching and learning support across at least two key stages.
- You will gain experience in at least 2 schools within the partnership based upon academic subject.
- Follow a Professional Development Programme ran at college, typically once per week. This will be a mixture of professional development training sessions, conferences and opportunities to engage with other Partner Schools and sixth form providers.
- Throughout the programme you will receive training in enhancing your subject knowledge and ensuring that that you know how to use your knowledge to teach lively, accurate and successful lessons in schools.



Assessment

To successfully complete the course, you will be required to:

- Demonstrate that you have met the Teachers' Standards as part of the Professional Development Programme.
- Complete three written assignments connecting your school based experience within the context of pedagogical research.
- Keep a Professional Practice Portfolio providing evidence of personal progress throughout your programme. The portfolio should also contain reflection on academic issues and reading of relevant published educational research (more about this in the Professional Practice Portfolio section).
- Participate fully in the life of your placement schools, keeping a record of your progressive teaching experiences and evidence through a reflective journal.



Subject Knowledge Development

Your subject knowledge development must take centre stage throughout your training.



This is why at the NTTC, in addition to your course leaders and school-based mentors, you will also have access to our pool of 'Go-To' subject specialists.

These are practicing experts from within our partnership who currently teach your subject in an 11-19 setting and are therefore perfectly qualified to support you.

Throughout the course, you will have two Subject 'Go-To' Specialists, one for the Autumn term and a second for the Spring term. They will offer you support solely with the purpose of developing your subject knowledge. You will be able to draw upon a wealth of different specialists who can offer a wide range of support in your subject area.

You will be guided through a simple process to enhance your subject knowledge alongside the development of your teaching skills. We will support you fully in ensuring that your subject knowledge is continuously improving, and helping you to become a more effective teacher.

Secondary Subjects

As part of your training programme you will need to pick which subject you are interested in teaching.

We offer Secondary teacher training in the following subjects:

- Art and Design
- Biology
- Business Studies
- Chemistry
- Citizenship
- Computing
- Design and Technology, including Textiles and Food Technology
- Drama
- English
- Geography
- History
- Mathematics
- Modern Languages
- Music
- Physical Education
- Physics
- Religious Studies
- Social Sciences



Secondary Partnership Schools

At NTTC we work with over 40 partner schools and colleges in the region.

A fundamental course requirement is that you must complete at least two contrasting school placements, with a minimum placement time of one academic term in each. We are fully committed to placing trainees with mentors who we know will be able to support them best throughout their training.

- | | | |
|-----------------------------------|------------------------------|--|
| • Alderman Peel High School | • Hartismere School | • Sheringham High School |
| • Archbishop Sancroft High School | • Hethersett Academy | • Sir John Leman High School |
| • Attleborough Academy | • Icen Academy | • Smithdon High School |
| • Aylsham High School | • ES Breckland | • Springwood High School |
| • Benjamin Britten School | • Lynn Grove Academy | • St Clements High School |
| • Broadland High Ormiston Academy | • Marshland High School | • Stalham High School |
| • Caister Academy | • Mildenhall College Academy | • The Nicolas Hammond Academy |
| • City Academy Norwich | • Northgate High School | • Thomas Mills High School |
| • City of Norwich School | • Norwich High School | • Thorpe St Andrew School |
| • Cliff Park Ormiston Academy | • Old Buckenham High School | • University Technical College Norfolk |
| • Dereham Neatherd High School | • Open Academy | • Wayland Academy Norfolk |
| • Fakenham Academy | • Ormiston Denes Academy | • Wymondham College |
| • Flegg High Ormiston Academy | • Ormiston Victory Academy | • Wymondham High School |
| | • Reepham High School | |
| | • Sewell Park Academy | |



Postgraduate Teaching Apprenticeship for Primary and Secondary



Course Overview and Structure

Our Postgraduate Teaching Apprenticeship, for Primary or Secondary, will take a minimum of 12 months to complete.

The Postgraduate Teaching Apprenticeships (PGTA) programme provides an employment-based route leading to the award of Qualified Teacher Status (QTS) and Apprenticeship Teacher Standard Level 6. The entry requirements for PGTA programmes are exactly the same as all graduate teacher-training routes, but the PGTA is specifically suited to those who already have strong experience working with children in the age range for which they wish to teach and have secured an employer who is able to support them for the duration of their training.

As part of your programme, you will receive:

- 80% in the classroom gaining practical experience and skills supported by your school-based mentor. This will involve subject knowledge, lesson observation, team teaching, solo-teaching and learning support. Apprentices will follow the same PD programme as our School-Direct cohorts.
- 20% of your course time will be spent off-the-job training back at CCN. This is largely provided by following the same PD programme as our school-direct trainees at College but can include other training based at your school.
- During your apprenticeship, you will need to gain experience of working in a contrasting school. This placement will last around half a term and we will work with you and your employer to secure a suitable second placement.



Assessment

To successfully complete the course:

You will be assessed to gain QTS in the same way as the School-Direct route:

- Demonstrate that you have met the Teachers' Standards as part of the Professional Development Programme.
- Keep a Professional Practice Portfolio providing evidence of personal progress throughout your programme. The portfolio should also contain reflection on academic issues and reading of relevant published educational research (more about this in the Professional Practice Portfolio section).
- Complete three written assignments connecting your school based experience within context of pedagogical research.
- Participate fully in the life of your placement schools, keeping a record of your progressive teaching experiences and evidence through a reflective journal.

In addition, as part of the Apprenticeship course you will follow an End Point Assessment (EPA).

Once you have completed the majority of your training and achieved QTS, you will then complete your EPA, in agreement with your employer. The EPA involves a formal observation and professional discussion conducted by an external assessor. This final assessment shows successful completion of your apprenticeship.



The Application Process



How To Apply

All applications must go through UCAS. Please visit www.ucas.com

However, we suggest that in the first instance you visit www.norfolkttc.org.uk and register your interest with us.

UCAS usually opens at the beginning of October for the following September intake. Applications can be made to the Norfolk Teacher Training Centre (provider code N43), Norfolk Academies (provider code 2GG) and for Primary with Wensum Junior Partnership (provider code 8H6), who are lead schools in our partnership. However, applying via one of our lead schools does not necessarily mean that you are committed to conducting your training with them.

The 'Help' section in the online application service and useful how-to videos can be found on the UCAS YouTube channel.

Personal Statements

A good personal statement makes your application stand out, clearly demonstrates your passion for teaching and shows off your skills and experience.

We've read hundreds of personal statements and here's our top 5 tips on how to write a personal statement:

1. Start with your most recent/relevant work or voluntary experiences and skills developed, then work backwards from there.
2. Clearly demonstrate your passion for teaching – Make sure to include clear motivations for wanting to train to become a teacher.
3. Don't miss anything relevant out – If you have voluntary experience, make sure to list this in the job history section of the form.
4. Give examples – When writing about your skills and experience, give examples of these, how you have used them and how they relate to teaching.
5. Proof it! Make sure you proof read your statement before submitting, it's easy to miss something. Getting someone else to read your statement can also be beneficial.

Interviews

How we select our trainees

Interviews will be held at our base in City College Norwich and will involve candidates in a full day of activities designed to test suitability to teach. Candidates will be asked to take part in a series of exercises, group tasks and have a one to one interview. You will receive a brief from us so you know what to prepare for your interview. We strongly believe that interviews should be a two way process, so we aim to give you as much information on NTTC as possible and answer the questions we know you will have.

Interviews are usually conducted in small groups so that you can meet other candidates and share your experiences.

We are always mindful that you are applying for a place on a course, not a job and therefore we want to see your potential and how you can benefit from our programme.



Pre-Enrollment Evenings & Workshops

We know that for some, it can seem like a long time between accepting your teacher training offer and starting the course. This is why at NTTC we provide all candidates who have accepted an offer from us with a programme of pre-course events.

These workshops usually run between May and the end of the academic year in July. These events are entirely optional and there is no need for you to attend if you do not wish. They will however give you an opportunity to meet with your fellow trainees on the course, ask questions and ensure that you feel comfortably ready for the start of your programme.

As well as preparing you for our Induction Programme at the start of the course, these events also cover some of the practical issues, such as applying for student finance and securing your Disclosure and Barring Service (DBS) check.

Furthermore, we provide you with useful subject resources and teaching reading lists which you can use to start your pre-course preparations.

One of the most important workshops in this programme is the event in which we talk about school placements. We understand that many people will have questions and views on where they might be placed during their training.

You will also have the opportunity to meet some of our current trainees at these events and be able to ask them questions about their training experience.

If for any reason you are unable to attend these events, do not worry. We will always find a way to ensure that you are well prepared for your teacher training programme with NTTC



Subject Knowledge Enhancement

For some subjects, we encourage you to complete a government supported online Subject Knowledge Enhancement (SKE) course, prior to enrolment with us here at NTTC.

SKE courses are for those who either have a degree which is not wholly related to the subject they are applying to teach, or who lack confidence in their subject knowledge. They vary in length depending on the subject but typically last for 8, 12 or 16 weeks, and can overlap with the training year, continuing to help develop the subject content and skills knowledge required to teach and subject effectively.

SKE courses are currently offered in the following subjects: Biology, Chemistry, Computing, Design and Technology, English, Geography, Languages, Maths, Physics and Religious Studies.

Even if your subject knowledge is good, we encourage you to consider investing the time in completing an SKE course. They can give you a valuable insight into curriculum developments, how to make your subject accessible to young learners and build confidence by reassuring you that your subject knowledge is of a high standard.



Bursaries are available to fund these courses and NTTC will help you with the application process, for both the course and any bursary available.



On the Course



Induction Programme

Your induction programme is one of our favourite times of the year, and we hope it will be yours too! As a school based route into teaching, you will be in your first placement school from very early on in the academic year. So before you arrive for your first day at school, you need to feel informed and confident about what you need to achieve.

At NTTC, we've designed an induction programme in which you spend the first week of your training at our base in City College Norwich. During induction we start to explore some of the fundamental skills of teaching, and discuss how current educational research supports what teachers should be doing in the classroom. It's essential that your training is evidence based, but also that it reflects the realities of working in schools. As well as our course leaders, experienced serving teachers in our partner schools are involved in induction too.

Induction is also a time for you to ensure that you are fully aware of the formal requirements of the course. You can expect to be guided and supported through the process of what you need to submit and when in order to be successful on our programme.



Induction is a great way to acclimatise yourself with your new course and importantly to meet the colleagues you will be working with throughout the year ahead. Together, we will make sure that you are well prepared for your first day in school.

Placements

Each Trainee will complete a minimum of two school placements throughout their training year.

The most important person throughout your training year is your mentor. They will be your go-to person whilst on placement and will support & guide you through your training. Mentors are fully qualified and dedicated school teachers who specialise in your chosen subject/ age phase.

We arrange placements for all our school-direct trainees and second school experience for apprentices. Finding a placement school suitable to your development and areas of interest is our priority. We also have to consider two placements that are contrasting in some way and that can offer you a varied experience.

Individuals will know their first placement school before the course commences in September, to allow time for you to visit the school and meet with your department.

Trainees are in schools right from the beginning of the year, after a week's course induction at CCN.

This allows trainees to fully experience how schools run, especially at the start of a new academic year. Trainees have really appreciated being part of their placement school at such an early stage and are recognised as another member of staff instantly.



Professional Practice Portfolio (PPP)

Each trainee will be required to keep a Portfolio of Professional Practice (PPP) in which they must collect evidence of progress against the Teacher's Standards. The PPP will be at the heart of each trainee's progress log throughout the course and will also provide evidence of achievement against the Teachers' Standards.

It will be the trainee's responsibility to maintain their PPP and to ensure that it is available for all meetings with School Based Mentors and NTTC.

The PPP must show that the trainee has securely met the Secretary of State's criteria for Initial Teacher Training and evidence that Teacher's Standards have been met. Our aspiration is for all trainees to show that they are making sufficient progress to indicate that they are likely to meet Ofsted's criteria for at least Good in their personal teaching and learning.

Alongside meeting these standards, the PPP should also contain evidence showing that the Trainee is developing a thoughtful, reflective and self-critical approach to their professional practice.



Throughout the year, there are 4 days set aside for trainees to focus on their PPPs before submission.

Learning Conferences

Each term, NTTC facilitates a two day learning conference focusing on national priorities

Getting to grips with the fast moving and often fast changing pace of educational issues is a challenge none of us should underestimate. This is why each term NTTC hosts a two day conference which forms an integral part of our training programme. Our conferences provide an opportunity to explore national priorities in education and are often hosted at our partner schools. Over the course of the year, this gives our trainees the opportunity to listen to guest speakers who are experts in their field, take time to reflect on the big issues and formulate well thought out opinions. We believe that this ability to demonstrate an understanding of the wider educational world is one of the things that gives our trainees an advantage at job interviews.

With the help of our partners, committed specialists and serving Members of Parliament, NTTC has addressed big issues such as teenage mental health, changes to the way we measure progress, and how we ensure that best possible use is being made of the government funding intended to support our most disadvantaged learners.



Enhancement Programmes

Throughout the training year, trainees will have the opportunity to take part in different enhancement opportunities.

Critical Friends Programme

This is not a compulsory part of the course but is a programme in place we offer to trainees so that they can access potential additional support throughout their training year.

A critical friend is an NTTC alumni member, trained in the same subject, who can offer a trainee advice for their training year from the alumni's own experiences of the course.

Additional Key Stage Enhancement

At a suitable point during the Spring or Summer term, trainees will be given the opportunity to complete a 4-day placement within a key stage that they are not training in.

The purpose of this placement is to allow time for trainees to observe teaching & learning in a consecutive key stage not within their chosen age phase. This experience forms an important role in trainees understanding the learning path & experiences students have either before entering KS3 or after KS2.

Watch your Colleague

NTTC will pair trainees up & then a suitable time for all parties involved should be agreed for the trainees to visit each other's placement school to complete a peer observation.

The purpose of this exercise is for trainees to reflect on their own practise with the opportunity of feedback from another trainee. Throughout the training year, trainees will network with several experienced practitioners and this activity will allow for trainees to reflect and learn from one another.



Assessment Only Route to Qualified Teacher Status

Is it suitable for you?

If you are an experienced teacher who meets the entry criteria, and you are currently employed in a school but do not yet have Qualified Teacher Status, then you can apply for the Assessment only route to QTS (for Primary, Secondary or Further Education).

The Assessment Only route allows you to demonstrate that you already meet all of the standards for QTS, without the need for any further full-time training.

It is suitable for you if:

- You have been teaching successfully for a minimum of two years full time or the equivalent.
- You have taught in at least two schools.
- You are already a highly competent classroom teacher (at least “Good” based on the ITT Ofsted criteria for teaching).
- You will be employed in a teaching or instructor role for the duration of the assessment period at a school where you can meet the full requirements of the QTS Standards.
- You are in a school which will support you through the application and assessment process.



Application Process

If you would like to apply for the Assessment Only Route, please contact the NTTC office for an application pack.

Email: EnquiriesNTTC@ccn.ac.uk

Tel: 01603 773708

If your application is successful, we will arrange to visit you in your school to conduct a course interview and initial classroom observation. During this visit, we will arrange to meet with your mentor and senior members of your school to discuss the support you will require.



Course Structure

The Assessment Only route does not require you to undertake a period of training so if you are successful through selection, you move straight into the assessment process. The assessment period usually lasts no more than one term and must not exceed 12 weeks.

Throughout the assessment period, you will be collecting evidence to show that you have met the Teachers’ Standards. You will also be formally observed by your mentor once a week.

We will carry out a mid-point assessment to observe you teach and ensure that you are on track to completing the course within the set time frame.

At the end of the assessment period, we will then visit you in school again for your final assessment. This will consist of a final observation & professional discussion in which you present your evidence of having met each of the Teachers’ standards.



Testimonials



Testimonials

Paul Taylor

Teacher of Food Preparation Nutrition,
Dereham Neatherd High School

How did you find studying at the Norfolk Teacher Training Centre?

It has been brilliant! Having 4 days in school and 1 day theory really made a big difference to my teaching practice and gave a real insight into the amount of work that will be required in the job.

How did the Norfolk Teacher Training Centre support your progression into your current role?

I had 2 fantastic placement schools, including the school that I am now employed at, that were set up by the NTTC.

I had amazing mentors who were trained in how to look after me during the course. They gave me great guidance and support throughout, and answers to any questions I've had were only an email or text away.

What are your plans for the future?

I plan to teach at Dereham Neatherd High School for as long as I possibly can and enjoy going through my NQT year before officially becoming a teacher.



Testimonials

Sarah Baker

Mathematics Teacher,
Broadland High School

Why become a teacher?

When I left school I did an engineering apprenticeship with the Ministry of Defence and spent 12 years working in telecommunications in the RAF. After having my children, I started helping out in their school and enjoyed it so much that I started working as a Learning Support Assistant (LSA) whilst studying for my degree with the Open University.

Why did you choose the school-based teacher training route at the Norfolk Teacher Training Centre?

I chose the NTTC because there were 2 former graduates working at the school where I was working as a LSA who recommended it to me.

I chose the school-based training route because it was less academic, more hands on. I think that if you want to be in the job the best thing to do is to be doing it – for me, it was the best way to learn.

What are your plans for the future?

I'm still learning my craft and I think it will take me a few more years to be really confident in what I'm doing so I will continue at this level with a view to picking up extra responsibilities in other areas around the school along the way. After that, I'd quite like to be a head of year and I'm quite interested in pastoral roles.



Testimonials

Graham Smith

Teacher of ICT & Computer Science,
City of Norwich School

How did you find studying at the Norfolk Teacher Training Centre?

I had a good time during my 6 month placement as an instructor and went on to gain experience in 2 different schools. I really liked the pedagogy side of things which is basically the methods and science of teaching. The cohort that I was a part of was really good and very supportive so there was a really nice camaraderie which meant a lot.

How did the Norfolk Teacher Training Centre support your progression in to your current role?

Paul McCann was a really good sounding board throughout the course and was really good for helping us to apply for

jobs and prepare for interviews which was really helpful, as applying for jobs in the teaching profession is very different to other industries.

What are your plans for the future?

I really enjoy teaching at the moment and I think I can develop my skills even further before going for a head of department role. I have also developed an interest in the pastoral side of teaching after working in a tutor role, which I love because I like the challenge of trying to either celebrate success or spot issues early so they can be addressed before they become big issues. I can see that this might be an area that I'd like to go on to.



Testimonials

Aaron Piggott

Teacher of PE & Head of Year 11,
University Technical College Norfolk

Why did you choose the school-based teacher training route?

After university, I did some sports coaching which really inspired me to get into teaching. After working as a teaching assistant I decided that school-based teacher training was definitely best for me because it's hands on and you get to learn on the job.

How did you find studying at the Norfolk Teacher Training Centre?

It's a tough year but I enjoyed it thoroughly! You are thrown into the deep end but that's exactly what you need and you gain such valuable experience. The course is split into 4 days a week teaching in a local school and 1 day

a week in the classroom learning the theory and reflecting on the rest of the week which was a really nice balance. During the 4 day work experience aspect of the course, you are given a mentor to help guide you through the course. I found this massively helpful and it really contributed to ensuring that I achieved my goals throughout the year.

What are your plans for the future?

I feel that I've established myself as an outstanding teacher so I'm currently looking to continue this but also continue to establish myself in the Head of Year aspect of my role.



Testimonial

Dean Rosenbert

Deputy Principal, Wayland Academy

How has your trainee contributed towards your school?

Our trainee contributed very well, he developed into a really good teacher, I knew our trainee from prior to his teacher training and he has developed so well throughout the year and secured a job for the future. When he came to Wayland he lacked a little bit of confidence however, after he was flourishing.

How quickly did your trainee settle into the school?

He settled in very well, kids loved him, he is the type of character we need at Wayland and the kids warmed to him straight away, he was an excellent form tutor, he ran different activities and after school clubs and was a very high valued member of staff.

How well prepared was your trainee at the start of the placement?

At the start of the placement, our trainee had a little stint at Attleborough as a instructor of

PE, so he was pretty well prepared, however this course has allowed to him to further develop and become an outstanding teacher. He will succeed and I'm sure within the next 5/6 years, he will make Head of Department.

How realistic was your trainee's understanding of what was expected of them?

Our trainee has high expectations at Wayland and he took to them very well and he was able to reach every goal and push himself further too, which is what we like.

Do you have a message for your trainee or the rest of the trainees?

Yes! Well done, you have done it! Its been a long road, you're there, enjoy it, make sure you continue to be the best teacher that I know that you are. Well done!

Quotes from our Mentors



Mark Ballman

Link Teacher,
Springwood
High School

As far as NTTC are concerned, they've done everything they possibly can to prepare trainees who've come into training from different starting points; some are straight out of university; some have had careers.



Kath Jenkins

Link Teacher,
Benjamin
Britten School

We were impressed by how quickly the trainees settled in and how responsive they are to feedback.



Jacqui Waring

Link Teacher,
Fakenham
Academy Norfolk

They [Trainees] know what they are in for, there are ready to go and the one thing that I value is that a lot of them come with amazing experiences, so they will bring something to the school that we can learn from – it's a partnership.



I describe my
time at NTTC as...

Informative Rollercoaster
Gratifying Unforgettable
Fulfilling Rewarding Practical
Worthwhile Enlightening
Inspiring An accomplishment
Supportive Unifying Challenging
Lifechanging It's Encouraging
Memorable progress!
Achievement Entertaining Adaptable



JOIN THE CLASS

Find out more at www.norfolkttc.org.uk