



Teach  
Central

ITT Programme

2025-2026

Formerly RSAA Teaching School Alliance

Interested  
in a career in  
**teaching?**



**SOCIAL JUSTICE THROUGH EXCEPTIONAL SCHOOLS**



Central Region  
Schools Trust

*Founded by the RSA*

## Headline Figures 2023-24

- 100% of secondary associate teachers passed at Grade 1& 2
- Teach Central Completion Rate (Secondary) 100%
- Teach Central Completion Rate (Primary) 100%



If you are interested in School Experience, please contact [twilson@crst.org.uk](mailto:twilson@crst.org.uk) to organise time in one of our partner schools across the family.

We are located in schools throughout the West Midlands and Worcestershire and can offer experience across Primary, First, Middle, High & Secondary phases.





**Teresa Wilson**  
Trust Lead ITT & Early Careers



**Guy Shears**  
CEO  
Executive Principal



**Matthew Purslow**  
Assistant Principal  
(School Improvement)

## “Welcome”

*“Teach Central & the wider Central Region Schools Trust has a strong history of supporting educational innovation, thinking and approaches through high quality training, delivered by experienced practitioners in our outstanding schools. Our tailored Professional Development programme ensures that our associate teachers can successfully progress on their chosen career path. We invest heavily in research and development opportunities, to further support social justice through exceptional schools.”*

## TEACH CENTRAL

Teach Central, formerly ‘The RSAA Teaching School Alliance’, part of Central Region Schools Trust, is led by Good and Outstanding schools across the West Midlands and the wider central region. We work in partnership with all phases of education including - first, primary, middle, high and secondary schools.



Our schools are located in different areas across the Midlands; we can offer training in Birmingham, Dudley, Redditch (South Birmingham), Kidderminster, Worcestershire and Warwickshire.

Through our family of secondary, high, middle, first and primary schools, we provide a range of professional development opportunities to teachers at all stages of their careers. One of our main aims is to take a leading role in recruiting and providing high quality training to new entrants to the profession,

# Initial Teacher Training

identifying leadership potential and supporting teachers on a successful career path.

## Why train with us?

### Headline figures 2023-24

- \* 100% Secondary associate teachers passed at Grade 1&2

- \* Teach Central completion rate (Secondary) 100%

- \* Teach Central completion rate (Primary) 100%



Working with Teach Central brings endless opportunities and unique benefits to associate teacher teachers. There is a strong encouragement and support for teachers as researchers, who are encouraged to try out new things and share their findings. There is also opportunity to have a wider influence on education. The Central Region Schools’ trust continue to contribute to the education debate, and there are opportunities for associate teachers working within the trust to be part of this.

Teach Central is now a Lead Partner School, (previously School Direct). Through our established partnership with Birmingham City University, being a Lead Partner allows our schools to further enhance our teacher training provision. We have developed new, exciting, dynamic programmes with highly regarded local Higher Education Institutes. Teach Central, and BCU (primary & secondary phases) are proud to be working together to provide innovative and creative routes into teaching. These partnerships allow us to work closely together to provide associate teachers with the opportunities they need to become creative and inspirational leaders of learning who will motivate and engage all young people. Our partnerships aim to produce highly skilled graduate teachers who have an in-depth knowledge and understanding of teaching and learning, which will enable them to demonstrate the highest levels of professional practice.

Our partnerships offer unrivalled facilities and excellent teaching informed by research and evidence. Teachers, as experts, support our associate teachers to develop into the next generation of great practitioners and leaders.

Our programmes prepare associate teachers to address the needs of all learners and their

communities, to overcome disadvantage and barriers to learning and to continually reflect upon the impact of their professional practice.

We offer multi-tiered levels of support to guarantee that our associate teachers make exceptional progress throughout their training and beyond. Central Region Schools Trust ensure the best possible educational outcomes for the children in our care, to prepare them for a happy and fulfilling life.

Our programmes last for one academic year (September – July), during which time you will undertake two high quality school placements across our multi academy trust, and extensive network of partner schools.

You will also enjoy a bespoke programme of training developed, and delivered by our family of schools and partners. For training bursaries



information, visit the [“Get into Teaching website.”](#) The training provision will be for one academic year and is a full-time programme.

There are minimum entry requirements for all of our Lead Partner School ITT programmes. Our courses have been designed to build your confidence and subject knowledge and give you the necessary skills to become an effective classroom practitioner.

We strongly believe in school-led training, because we recruit high calibre associate teachers, and support them to become the very best practitioners and in turn transform students’ outcomes through challenging and stimulating teaching. We provide one-to-one support and access to a comprehensive and tailored CPD package, which will ensure you are fully supported throughout your training year and your professional development.

## Initial Teacher Training

Teach Central and Birmingham City University work closely together to deliver a programme to meet the needs of local schools, local learners and local teachers. Associate teachers spend the majority of their time in school-based practice and centre-led training sessions at specific times.

Central to the curriculum is the study of education, pedagogy and professional practice from both generic and subject-specific perspectives, which is delivered using a combination of practical workshops, taught sessions, seminar groups and individual study. Integral to our ITT programme is our ‘research-centred approach, which is delivered throughout the training year to empower associate teachers to engage with research to raise standards of progress for all learners; this model focuses on creativity, initiative and ‘out of the box’ thinking.

To complement this, we offer a programme of subject knowledge and enhancement that supports the development of subject pedagogy. Specialist subject knowledge is up-dated throughout the course to ensure associate teachers are fully conversant with curriculum requirements.

Associate teachers are expected, as early career professionals, to take on significant responsibility for their own progress and development. A system of professional development profiling is welcomed, particularly amongst those who have completed the course because it sets them apart from their peers in their first year of teaching.

On completion of your training you will be awarded a PGCE with QTS; the programmes are assessed at masters (M) level. Graduates of the Lead Partner School programmes will be confident, passionate, knowledgeable and reflective teachers, ready to embark on a rewarding and fulfilling career, hopefully taking up positions that arise within our partnership of schools.





## Lead Partner Schools

### What is the Lead Partner Schools Programme?

This school-led option offers practical, hands-on training and education based in good schools across the country. Lead Partner courses are designed by groups of schools – with a university or a SCITT – based on the skills they are looking for in a early career teacher (ECT). The schools recruit you as an associate teacher onto their Lead Partner course. This is a popular choice for those who hope to secure a role in the network of schools where they train.

Our family of schools has a wide geographical base—applications, where possible, will be matched to your preferred location. There are two options available for Lead Partner training.

#### Option 1 Lead Partner Salaried (Secondary & High only)

Aimed at those with some classroom-based experience. We will consider career changers on a case by case basis, dependent on experience. This experience will normally have been gained since leaving university and does not have to be within an educational setting, although it could be.

You are employed as a member of staff in school, as an unqualified teacher and paid a salary.

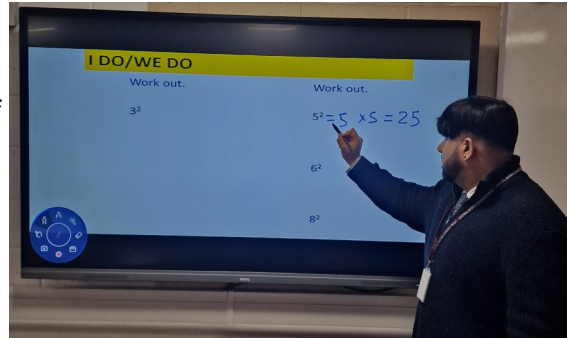
#### Option 2 Lead Partner Training Route (Primary, First, Middle, High & Secondary)

Open to all graduates who meet the minimum entry requirements. You are strongly advised to check the entry requirements prior to application. If in doubt, please [contact us](#).

Funded by tuition fees (£9,250) paid by the associate teacher directly. You will be eligible for the standard student support package, including training bursaries, tuition fee loans and scholarships where applicable.



I am enjoying the PGCE course with Central Region Schools Trust. I find that the training provided is tailored and an excellent combination of research and pedagogy one day a week, blended with 4 days of school based practice. This has allowed me to develop reflective practices and build confidence in teaching mathematics



My teacher training journey started when I was a student at one of the Trust's schools - Arrow Vale High School. I became inspired by the teachers who taught me and from those years at Arrow Vale, I knew that my career goal was to become a teacher. After achieving my degree at university, I still had the determination to become a teacher and so I decided that following the School's Direct pathway with Teach Central was the best choice to make.

Since September, I have grown in confidence, knowledge, and experience in the teaching world. Through Teach Central, I have been able to work with excellent subject and professional mentors at my placement schools, who give strong support and advice. The School Direct route with Teach Central has given me the needed opportunity and exposure to teaching, through the more hands-on approach. Personally, I prefer first-hand experience, as it allows for me to learn better and have a greater understanding. Now at the end of my Initial Teacher Training year, I have enjoyed every aspect of it. Teach Central has been at the core of it and has been fully supportive, ensuring all Associate Teachers have the capability, development, and knowledge to become successful teachers within the trust and beyond.

Teaching has always been my passion, but I was unsure of how to begin my career once I finished my undergraduate degree. By completing my training through Teach Central, I have had a fantastic introduction to teaching. This route gives me the best of both worlds: I have gained practical experience within the classroom while receiving relevant pedagogy sessions and support from university.

Teach Central's training has equipped me with various strategies that I can implement and adapt in order to improve the quality of my teaching. Moreover, my experience in the classroom has allowed me to form positive relationships with my students; something that I have always been passionate about. Most importantly, Teach Central offers me support and comfort as I navigate the challenges of teaching - no question is a stupid question, and I never feel alone. I would not be the trainee I am today without Teach Central!





I am currently undergoing ITT as a trainee affiliated with Teach Central. If asked to encapsulate my experience within the institution in two succinct terms, they would be: challenging and enlightening. I selected Teach Central as my educational partner due to its esteemed reputation for professionalism, and it has consistently met my expectations.

The last but maybe the most important part of being a trainee at Teach Central is that the trust has provided me with supportive, trustworthy and kind mentors which I will always be grateful for.



It is strange to reflect that only this time last year, I was feeling unfulfilled by an entirely different career within a corporate world. I can honestly say that taking a risk and choosing to switch professional paths to train as a teacher has been one of the best decisions I have ever made.

The Teach Central training route immerses you in school and teaching life in the earliest stages, allowing you an invaluable insight into the profession and wider environment. I have found every point of contact incredibly supportive and welcoming, from professional mentors to training leaders. I would absolutely recommend the Teach Central training route for anyone considering their journey to become a teacher.

Initially, I was uncertain about what to expect from Teach Central and how it would differ from traditional routes of obtaining my PGCE. However, I can confidently assert that I made the correct decision. From the outset, the support and practical experiences I gained in the classroom have been instrumental in my development as an educator.

The weekly meetings and the unwavering commitment of everyone involved in ensuring that I am on the right track and receiving the necessary support have been invaluable. Additionally, the extra classroom experience provided by Teach Central, compared to more conventional routes, is truly priceless as it equips me with the skills and knowledge required to become an exceptional teacher.



Furthermore, the CPD sessions offered by the trust have been immensely beneficial to my personal and professional growth. Overall, I am delighted to be a part of the Teach Central family and deeply grateful for the unwavering support I have received. I wholeheartedly recommend Teach Central to anyone aspiring to pursue a PGCE.



*"The world is a better place today as there is now one more inspirational teacher within it. Never forget to believe in yourself like you believe in the children. Well done for all you have achieved so far and will continue to achieve in the future."*



*"I believe amazing humans make amazing teachers and Lucy has kept that belief going. Well done Lucy, for achieving your dream. Now I am looking forward to working with you as a colleague".*



*"It has been a pleasure working with Chloe this term in Year 4! Chloe has gained confidence in her teaching practice and it has been lovely seeing her build positive relationships with her pupils. Chloe has developed her knowledge and understanding of the National Curriculum by successfully teaching a range of subjects each week! Good luck and all the best in your job in September, you're going to be a great teacher!"*





## What we are looking for

We are looking for people who have the right personal qualities and potential to be a passionate and committed teacher to improve the outcomes for the young people we work with.

While experience of working with young people is not essential, it is often found that the strongest applicants are those who have shown an interest in working with young people and a willingness to get some experience of school where possible. You are likely to be asked at interview about your experiences of being in a school, even if it just from an observational point of view. We are looking for those who have:

- Excellent communication and organisational skills
- Commitment to working hard
- Ability to establish good working relationships
- Confidence and ability to engage with children
- Commitment to a professional team
- Commitment to excellence in education
- Flexibility

## Training Programme

Teach Central and Birmingham City University work closely together to deliver a programme to meet the needs of local schools, local learners and local teachers. Associate teachers spend the majority of their time in school-based practice and centre-led training sessions at specific times.

Central to the curriculum is the study of education, pedagogy and professional practice from both generic and subject-specific perspectives, which is delivered using a combination of practical workshops, taught sessions, seminar groups and individual study.

To complement this is a programme of subject knowledge and enhancement that supports the development of subject pedagogy. Specialist subject knowledge is up-dated throughout the course to ensure associate teachers are fully conversant with curriculum requirements.

Associate teachers are expected, as early career professionals, to take on significant responsibility for their own progress and development. A system of professional development profiling is welcomed particularly among those who have completed the course because it sets them apart from their peers in their first year of teaching.

We offer multi-tiered levels of support to guarantee that our associate teachers make exceptional progress throughout their training and beyond: our provision includes subject based mentor with a dedicated session each week one-to-one, professional mentor, Trust Lead for ITT, and University tutor.



### DFE APPLY

Applications are made on the [DFE Apply](#) website.

**1st October 2024**

**'Find' courses opens**

DFE Apply 2024 'find post-graduate courses' goes live.

**8th October 2024**

**'Apply' stage opens**

Applicants will be able to start their applications from this date.



# Initial Teacher Training

## Subjects Offered (QTS with PGCE)

We are offering the following places for September 2025

## Primary

### Training route only

- Primary education
- Primary early years education
- Primary education with specialism in mathematics
- Primary education with specialism in SEND
- Primary education with specialism in physical education

### Programme:

We work with Birmingham City University to provide a bespoke training programme, which is the highest calibre in supporting teacher development throughout the primary phase. Training will include a theory based approach interwoven with the practical application of the pedagogy.

## Secondary

### Lead Partner Salaried:

- Chemistry
- English
- Mathematics
- Modern Languages
- Physics

### Lead Partner Training Route:

- Art and Design
- Biology/Chemistry
- Physics
- Computer Science
- Design Technology/Food & Product Design
- Drama
- English
- Geography
- History
- Music
- Mathematics
- Modern Languages
- Physical Education
- Religious Education

## Entry Requirements

A degree from a UK Higher Education Institution or equivalent qualification. A 2:1 is desirable but not essential; we will consider a lower class degree, or if an overseas applicant, a 2:2 or equivalent. In all cases, we consider each application on an individual basis.

Secondary candidates should note that subject knowledge will be judged on a case by case basis; however, salaried applicants must demonstrate a good understanding of their subject discipline/specialism. For secondary candidates; a standard equivalent to a grade C/4+ in the GCSE examinations in English and mathematics is required. For primary applicants, English, mathematics and science are required at Grade C/4+ or equivalent.

- All entrants have achieved a standard equivalent to a pass (Grade C/4+) in English, mathematics and science (for primary applicants)
- All entrants hold a degree from a United Kingdom Higher Education Institution or equivalent qualification (including overseas qualifications, professional or vocational qualifications)
- All entrants hold suitable qualifications, either in their chosen subject area, or demonstrate capacity to complete a subject enhancement course
- All candidates are required to apply via DFE Apply.
- All entrants have provided suitable references and have been subject to Disclosure and Barring Service (DBS).
- Applicants/associate teachers with disabilities are under no obligation to disclose their disabilities.





# Initial Teacher Training

## How we select our Associate Teachers?

Teach Central and Birmingham City University (primary & secondary phases) will check all applications. Applications will be matched, where possible, to their preferred geographical location of school. Those applicants meeting the entry criteria will be shortlisted and invited for interview which will involve:

- A range of tests and activities to test suitability for teaching
- A formal interview, which will consist of a panel of senior staff, asking a series of questions, covering a variety of topics.
- A short interaction with students. This will include a teaching element for up to 30 minutes
- A 30 minute written task. Applicants will be given material to study relating to the task before the interview

Further checks will include:

- References (if not already done)
- DBS
- Physical & mental fitness to teach
- Verification of qualifications (if not already done)
- Keeping Children Safe in Education (KCSIE) declaration to be completed.

## Contact:

For enquires about Initial Teacher Training at Teach Central, please contact:

**Teresa Wilson,**  
Trust Lead ITT & Early  
Careers,  
Teach Central c/o Assay  
Studios,  
Central Region Schools  
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Birmingham, B1 3SF



**TEL:** 0121 270 3117

## EMAIL:

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[info@crst.org.uk](mailto:info@crst.org.uk)



## WEB:

[Teach Central – Central Region Schools Trust](https://www.teachcentral.org.uk)



## TWITTER:

@TeachCentral

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