



National College for  
Teaching & Leadership

## School Direct bulletin

Dear

Welcome to your March issue of the School Direct bulletin.

This issue focuses on the development of School Direct for 2015/16, getting involved in our subject week social media activity, helpful reminders from UCAS and information about our new webpages on GOV.UK.

I was extremely pleased by the growth of interest in School Direct last year.

How we allocated places for 2014/15 reflected the huge growth in demand by guaranteeing at least one place to each lead School Direct school.

However, long-term viability of School Direct requires strong local partnerships to be created and maintained, as has already happened across the country. This year, we are continuing to encourage schools to join and work in partnership, particularly with teaching schools, academy chains and other outstanding schools. Our allocations methodology for the academic year 2015/16 will support larger partnerships of schools, whilst continuing to allow individual schools to bid for places. Read on for more on this.

Can I also remind you that this bulletin is sent to the contact you have provided on the Allocations Request Management System (ARMS) database, to make sure we have the most up-to-date details. We are aware other colleagues want to receive the bulletin and ask that you kindly forward the bulletin on, or let them know the latest version is [on our website](#).

**Charlie Taylor**

Chief Executive, National College for Teaching and Leadership

### In this month's bulletin

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**Developing School Direct for 2015/16 through partnerships**

## Reaching out to local schools

We recognise that School Direct has developed more quickly and sustainably in some areas of country. That's why this academic year, we are particularly keen to encourage schools in geographical areas where School Direct is currently under-developed, to join already established School Direct partnerships. To do this, we rely on the extensive expertise, knowledge and networks that you have built up.

We therefore would like existing lead schools to reach out to support the start-up of School Direct in those areas, either through a targeted expansion of your partnership in this area, or where this is not feasible, lending your expertise to schools to help set up new partnerships.

If you are a teaching school or an outstanding school in an area where School Direct has yet to take hold, your local National College Associate may approach you asking you to use your important role as system leaders to help build capacity for ITT by encouraging and supporting more schools to be involved in your, or a neighbouring, area.

We will also be promoting this message to schools in areas where School Direct is under-developed, as well as offering support on how best to join a local partnership through an [online seminar](#) on 30 April.

Schools not currently involved in School Direct can also get more information on this and School Direct from our website or email [school.direct@education.gsi.gov.uk](mailto:school.direct@education.gsi.gov.uk).

## Recruitment

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### Additional design and technology allocations

In addition to mathematics and physics places, there are additional places available for your school partnership to recruit to design and technology. You can request these places via the ARMS database, with agreement with your partner accredited provider.

### Subject knowledge enhancement (SKE) programmes

The new [SKE directory](#) has recently been updated with new courses. Please have a look and make sure you continue to add your own programmes. To do this complete the [SKE directory form](#) and return to [SKE.TA@education.gsi.gov.uk](mailto:SKE.TA@education.gsi.gov.uk).

Do you have a question or comment about SKE? Let us know at [SKE.TA@education.gsi.gov.uk](mailto:SKE.TA@education.gsi.gov.uk).

Don't forget we have reintroduced SKE programmes for design and technology this year, so make sure you factor this support into your recruitment plans.

## Your resource bank

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### Get involved in our subject week social media

On the Get into Teaching Facebook and Twitter accounts we'll be running three weeks of intensive activity to promote three important priority subjects:

- #TeachComputing Week 24–30 March
- #TeachMaths Week 7–13 April
- #TeachPhysics Week 28 April–4 May

If you are active on social media and are recruiting to these subjects, please join in the activity, even if it is just retweeting the [@getintoteaching](#) tweets or 'liking' our posts on [www.facebook.com/getintoteaching](http://www.facebook.com/getintoteaching).

We'd also really like you to pro-actively tweet to promote these subjects too, and will retweet where the hashtags are being used.

Why not also use this activity to promote any remaining places you have in your school in these subject areas?

### **Stop press! Example press release**

If you haven't already, contacting your local newspapers can be a good way to promote the remaining trainee places you have in your local area.

In the [resource bank](#) there is a [template with a ready-made press release](#) for your school. You only need to update it with specifics about your school, town and course, and it is ready to use.

## **UCAS**

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### **Movement of applicants**

We are aware that inevitably some of your courses are starting to fill and you may be in the position of turning down good applicants. We are keen that you consider and agree, with your accredited partner provider, where you think high-quality applicants might be suitable for other routes.

The UCAS system allows you to make offers to candidates against different routes and courses than the ones applied for without applicants needing formally to re-apply, if the candidate is agreeable. This could be switching an applicant from a School Direct salaried place to fee funded or vice versa, or between different subjects where you have an existing allocation and vacancy. Details on how to do this are available in the [UCAS Teacher Training \(UTT\) admissions manual](#), Section 5, page 22. SKE funding is also available to support candidates switching the subject they train in.

### **Surplus applicants**

You may now have filled your allocated places in some subjects and are still continuing to receive applications. To support applicants, please consider redirecting surplus applicants to other subjects you think they may be interested in training in, for example physical education to primary, or to other schools.

### **UCAS profile update**

Please continue to ensure your entry profile is up-to-date so potential applicants can see your offer and courses which are still available. There is further guidance on the [UCAS website](#) on how to make best use of your entry profile. In particular, please focus on the 'why train with us' section, as this is where applicants are most drawn to when viewing profiles and ensure your entry requirements are specified especially for GCSE.

If you have any questions about how best to do this, please contact UCAS on 0844 984 1111 or email at [hei\\_team@ucas.ac.uk](mailto:hei_team@ucas.ac.uk).

### **Applicants moving from apply 1 to apply 2**

Applicants who are moving from apply 1 to apply 2 phase are unable to make amendments to their personal statements. In order for applicants to support their applications, particularly if they have changed subjects, schools are able to accept additional supporting information outside of the apply 2 system.

We will advise applicants they are able to do this using the contact details on your UCAS entry profile.

Please think about how you can support applicants to submit additional information outside of UTT to help inform your selection process and ensure good applicants are given every opportunity to showcase their suitability as they move from apply 1 to apply 2.

## PGCE

Please remember that you can select options on your entry profile to highlight whether your partnership is offering professional and/or postgraduate qualifications. This will ensure that your course is highlighted under these searches and will be presented as a heading on your profile page. You can do this in addition to content within your entry profile and on your own website.

For further information and news from UCAS look out for the UCAS teacher training bulletin being sent today.

### Have you seen?

**[New School Direct webpages on GOV.UK](#)** – the School Direct ‘information for schools’ webpages have recently been updated and moved to [www.gov.uk](http://www.gov.uk), the new website for government services and information. We welcome your comments or feedback on these new pages at [college.webteam@education.gsi.gov.uk](mailto:college.webteam@education.gsi.gov.uk).

**[Stephen Mitchell: tips for teacher training applicants](#)** – “teacher training is seriously tough work and not for the faint hearted... but I am loving it!”. Blogger and School Direct trainee, Stephen Mitchell, gives his four tips for anyone considering a teaching career.

**[Shared resources on managing and recruiting School Direct](#)** – there are case studies, example adverts, interview grids and other supportive documents shared by fellow lead schools in your School Direct online community.