



The University of Manchester

PGCE Secondary – Information Session

The University of Manchester

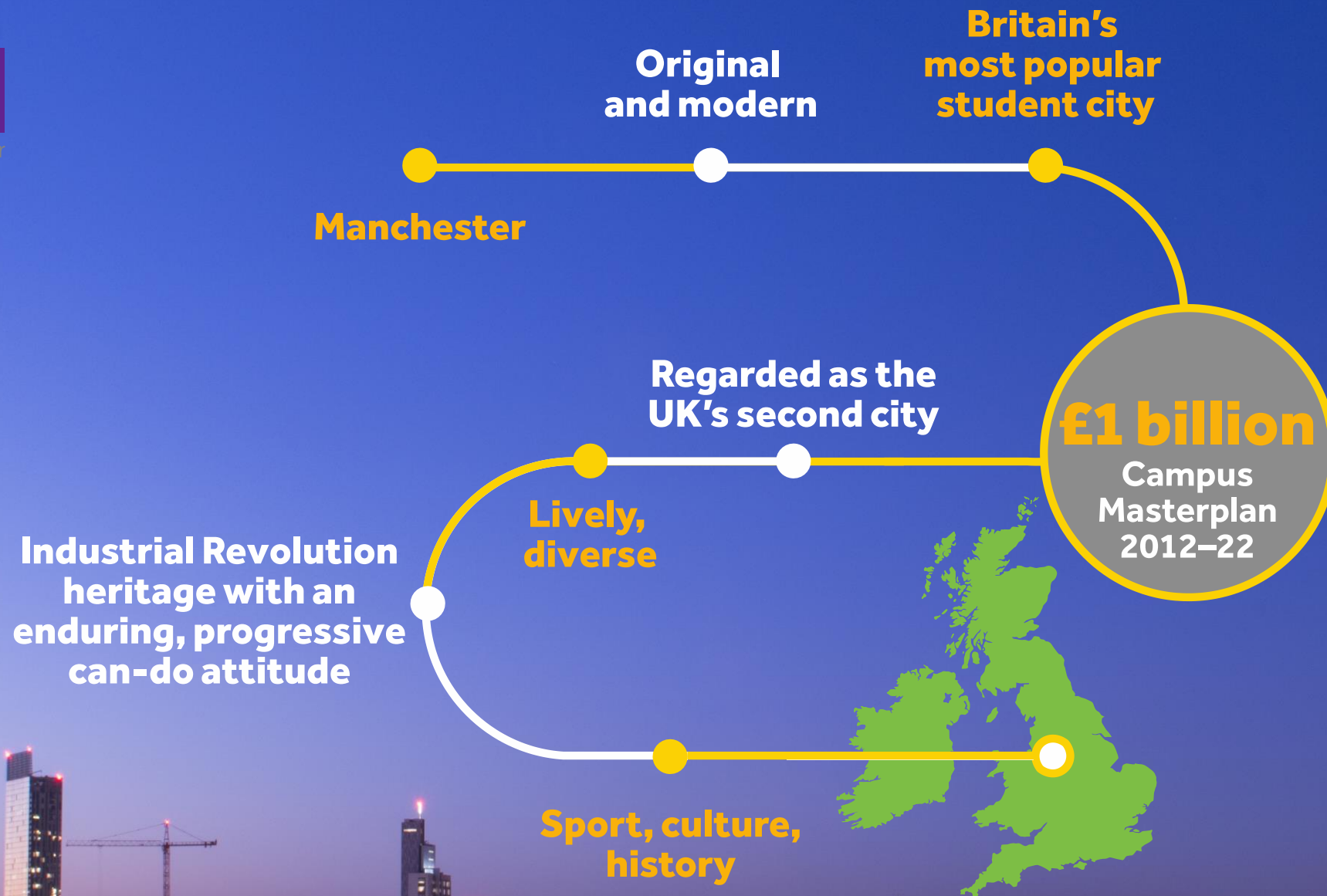


The University of Manchester

Contents

- Overview of PGCE Secondary at Manchester
- Teaching and Curriculum at Manchester
- Engineers Teach Physics
- Applications process
- Assessment Centre and Interview tips
- The Manchester Offer
- Get in touch
- Q&A







- Manchester International Airport – just 30 minutes from campus
- Only 2 hours to London by train
- Peak and Lake Districts



MANCHESTER
1824

The University of Manchester



PGCE Secondary at Manchester

Business and Economics

Business Education

Economics and Business Education

Mathematics

Mathematics

Mathematics with Economics

Humanities*

Geography

History



**This Humanities grouping reflects connections between these subjects. It is however important to note that these cohorts are taught separately as specialisms, and not as a combined Humanities group.*



The University of Manchester

PGCE Secondary at Manchester

Modern Languages

French
German
Spanish

English

Sciences

Biology
Chemistry
Physics
Physics with Mathematics
Engineers teach Physics



Lead Programme Partner Routes

We work with a number of secondary schools in Greater Manchester to offer our trainees the School Direct route into teaching.

[More information on School Direct can be found on our website.](#)

**BTH Teaching
School Alliance**

[Find out more here.](#)

**Teach
Cheshire**

[Find out more here.](#)

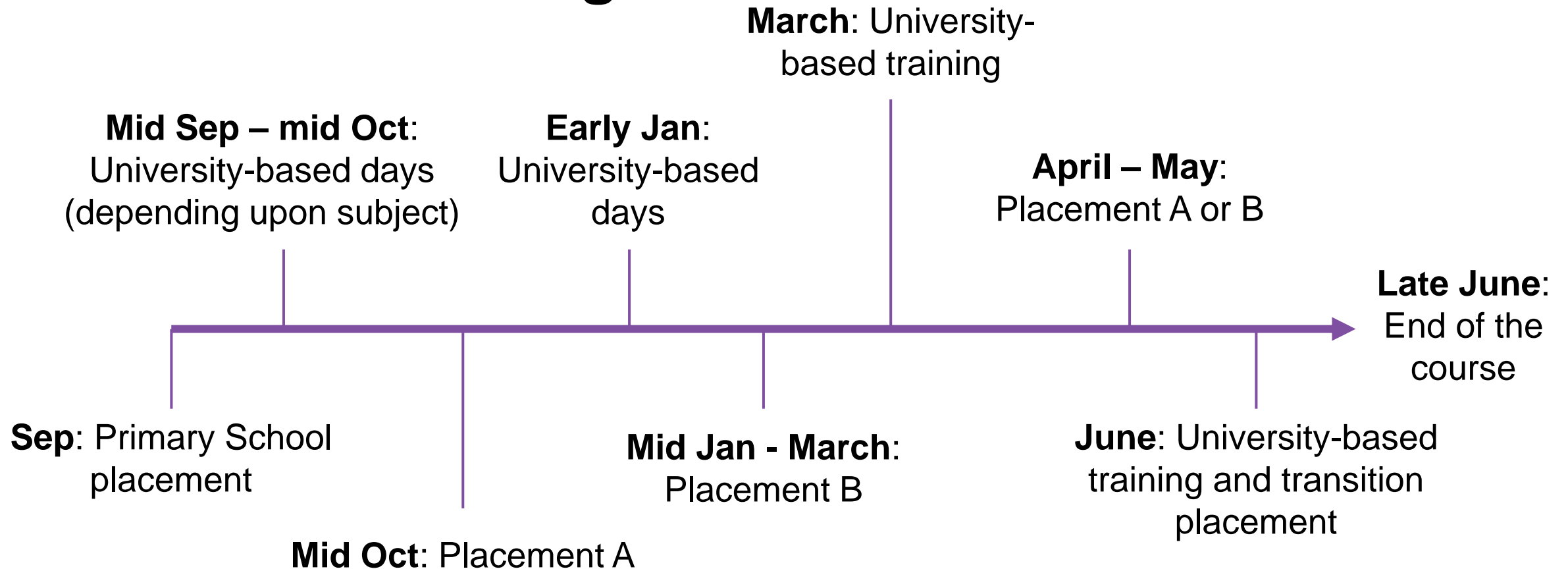
**Loreto School
Direct Alliance**

[Find out more here.](#)

**Teach
Manchester**

[Find out more here.](#)

Pattern of teaching



PGCE Calendar (entry 2023)

MANCHESTER 1824		Secondary PGCE Calendar: 2023 Entry						
	Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday	School	University
Reg	28-Aug-2023	Bank holiday	Directed study/SKE		School Direct/SKE & Registration			
PSP	4-Sep-2023	PSP* or School Direct placement						
U1	11-Sep-2023	U1	U1	U1 - EPS	U1	U1		
U1	18-Sep-2023	U1	U1	U1 - EPS	U1	U1		
U1	25-Sep-2023	U1	U1	U1 - EPS	U1 [PSP*]	U1		
1	2-Oct-2023	P1 Induction		U1 - EPS	U1	U1		
2	9-Oct-2023							
3	16-Oct-2023					U1		
	23-Oct-2023	Half term in most schools and colleges: Directed study (2 days)						
4	30-Oct-2023	[Safeguarding ISP]						
5	6-Nov-2023							
6	13-Nov-2023					U1		
7	20-Nov-2023	[SEND ISP]						
8	27-Nov-2023					U1 - EPS am		
9	4-Dec-2023							
10	11-Dec-2023			P1 ends	U2 [RoAD]	U2 - EPS [PM/PR]		



The University of Manchester

PGCE Calendar (entry 2023)

U2	1-Jan-2024				U2	U2
U2	8-Jan-2024	U2 [LTA]	U2	U2 - EPS am	U2	U2
1	15-Jan-2024	P2 Induction				Inclusion Conf.
2	22-Jan-2024					
3	29-Jan-2024					
4	5-Feb-2024					U2 - EPS am
	12-Feb-2024	Half term in most schools and colleges: Directed study (2 days)				
5	19-Feb-2024					
6	26-Feb-2024					U2
7	4-Mar-2024					
8	11-Mar-2024					P2 ends
Total number of days in school and university to date						
U3	18-Mar-2024	U3 [RoAD]	U3 [PM/PR]	U3	U3	U3
	25-Mar-2024	[ENQUIRY PROP]				
	1-Apr-2024	Flexible two-week holiday to align with schools/colleges holiday dates: Directed study (3 days)				
1	8-Apr-2024	P3 starts				
2	15-Apr-2024	[IEP]				
3	22-Apr-2024					
4	29-Apr-2024					U3
5	6-May-2024	Bank holiday				
6	13-May-2024					
7	20-May-2024					P3 ends
	27-May-2024	Half term in most schools and colleges: Directed study (2 days)				
U3	3-Jun-2024	U3 [ENQ]	U3 [RoAD, PM/PR]	U3	U3	U3 EPS [POSTER]
T	10-Jun-2024	Transition placement				U3
PSP	17-Jun-2024	*PSP (if not already completed)				

**120 days in
school/college
Required to
complete the
course**

ITAP (Intensive Training and Practice):

Intensive Training and Practice (ITAP)				
Introduce	Analyse	Prepare	Enact	ITAP+
<i>Learning about the theory of teaching and learning.</i>	<i>Using representations to analyse expert teaching.</i>	<i>Using approximations of practice and receiving feedback.</i>	<i>Receiving support to apply learning in the classroom.</i>	<i>Tracking trainees' growing knowledge and skills.</i>
Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Readings	Classroom artefacts	Role plays	Small group teaching	Lesson reflections*
Podcasts	Lesson transcripts	Case studies	Co-planning	Progress matrix*
Videos	Expert modelling	Approximations of practice*	Lesson study	Deliberate practice*

The ITAP log is adapted from Kolb's Experiential Learning Cycle (1984). Kolb's model of reflection allows the learner to develop understanding through actual experiences. The four stages are Concrete experience, Reflective observation, Abstract conceptualisation and Active experimentation. (Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall).

Our five ITAP themes reflect areas within our UoM curriculum as well as the CCF and the ECF:

- Core Area 1: Teacher Expectations (Behaviour for Learning)
- Core Area 2: Subject and curriculum knowledge
- Core Area 3: Planning and Teaching (How pupils learn)
- Core Area 3: Planning and Teaching (Adaptive teaching)
- Core Area 4: Assessment



Kolb's Learning Cycle (1984)



The University of Manchester

EPS Programme

Key curriculum themes

- Equality, diversity, inclusion
- Social justice
- Environmental education and sustainability



Secondary ITE Partnership



English Bus Ed Geography History Maths ML Science

Category: Bus Ed

PGCE Mathematics with Economics- why we need more Economics teachers

by Humanities Web Team | Feb 6, 2023 | Bus Ed, PGCE Updates

George Bernard Shaw once wrote that if you laid all the economists in the world end to end, they'd still never reach a conclusion. Sadly, the line of economics teachers in the UK is getting shorter just as exam entry data shows the subject is gaining in popularity....

Main
PGCE
Secondary
blog

'Ignorance is only bliss to the privileged': Manchester's COP26 rally and the PGCE GREEN Conference, 7th January 2022

Posted on November 23, 2021 by Andrew Howes

"You can't just stick Alan Turing on your Powerpoint, and be done with it"

Posted on March 14, 2022 by Bob Hindle

Creating a Truly LGBTQ+ Inclusive Curriculum in 2022 By Aled Hanson, trainee

PGCE Economics & Business: raising the attainment of disadvantaged students- 'heartwork' and high expectations

Posted on October 20, 2021 by Bob Hindle

Where are the Women in the Curriculum? PGCE Historians, mentors and tutors reflect on a pressing question

Posted on November 5, 2021 by Andrew Howes

PGCE History Subject Leader Tom Donnai ponders some of the issues facing teacher educators

2-day Alternative Placement in a: **Pupil Referral Unit or Special Educational Needs School**

"The Alternative Placement has reminded me of the need to consistently look out for the needs of all students in my classroom and the importance of building relationships"

"It's made me think more about how I get around learned helplessness and help develop greater independence in students with a special educational need"



Brownhill
LEARNING COMMUNITY





The University of Manchester

Teaching excellence

You'll be learning from experienced education professionals with a passion for making a difference in education and wider society: <https://www.seed.manchester.ac.uk/education/about/people/pgce-staff/>

Rosa Archer

PGCE Secondary Mathematics

Who am I?

I began my career as a researcher in pure mathematics but I missed working with people and moved into teaching.

After teaching for ten years in the UK and in Italy I took the role of PGCE tutor at St. Mary's University in Twickenham and later at The University of Manchester.

I taught in secondary schools, sixth form colleges and FE colleges, mainly in a socio-economically challenging context.

I am passionate about making the learning experience valuable for all children.



Naina Kotecha

PGCE Secondary Science Tutor, WAPP Tutor and School Liaison Officer

Who am I?

Having always wanted to be a teacher from a very early age, I followed a traditional pathway into teaching from graduating with a degree in Biochemistry to completing a PGCE to gain Qualified Teacher Status. I have over 15 years of teaching experience in 11-18 schools and colleges in the North and the South of England, and for a short time I also taught some Primary school science. After several years as a Head of Biology in a large Sixth Form College in the North, I was given the opportunity to work in teacher education and my focus changed from teaching in the school environment to working with science teachers and science teacher training.



Tom Donnai

PGCE Secondary History

Who am I?

After a 13-year career in secondary school teaching in Oldham, as a teacher of History, Head of Department, Professional Mentor and Assistant Head, I joined The University of Manchester in 2017 and helped to set up the PGCE History course.

My research interests during MA studies were inclusive curricula in History and trainee perceptions of lesson observation.



Narinder Mann

PGCE Secondary Geography

Who am I?

A career in nuclear engineering bought me to Manchester many years ago - only then did I realise that I am the sort of person who likes to be around lots of people and not stuck behind a desk.

I completed a TESOL qualification that really introduced me to the fun and fulfillment that teaching can bring.

That is when my teaching career really began.

Having then completed my PGCE in Manchester, I ended up teaching Geography in Wigan, Manchester, and Stockport, in a real diverse range of schools.



Zahra Alijah

Secondary PGCE Subject Leader for Science

Zahra worked as a science teacher, physics subject lead and a KS3 coordinator in diverse secondary schools across the West Midlands, and enjoyed many practical activities with her pupils, but especially those where they got to investigate the science in our 'every day' lives - making indicators from cabbage and rockets from cola bottles! From here she started to support departments in secondary and primary schools, including special educational needs, pupil referral units and schools in challenging circumstances in a local authority. As a consequence of enjoying working with teachers developing their professional practice, she took on a challenging and stimulating role running a teacher-training provider that delivered secondary, primary and early-years initial teacher training.

Bob Hindle

PGCE Secondary Economics and Business Education

Who am I?

I completed the PGCE in Economics and Business Education at the University in 1993 and am now subject lead for the course!

My career has mainly been in colleges and included management and leadership positions in both academic and pastoral.

I've got a background in developing high-quality teaching and learning.





The University of Manchester

Student experience

Benefit from input from a huge range of expertise from our partner schools, wider academic staff in the Manchester Institute of Education and outside agencies.

STUDENT STORY

A PGCE has always been Yaseen's aspired academic outcome. By training, guiding, and supporting young students who are just like he once was, Yaseen is hoping to contribute back what society and the educational environment has provided for him.

"Manchester is a vibrant and energetic place to study. The multicultural city is filled with affordable and exciting places to eat, stay and enjoy your leisure time in. Not only that, the people of Manchester are kind and friendly which just makes you feel much more comfortable to enjoy your PGCE."

Yaseen Choudhury, PGCE Secondary Economics and Business Education student

[Read more about Yaseen's experience](#)



STUDENT QUOTE

"I have enjoyed hearing from guest speakers as part of the course - previous alumni, experienced teachers and charity representatives - as this has equipped me with advice from those in schools or working with young people on a daily basis."



Molly Reeve, PGCE Secondary Mathematics student

[Read more about Molly's experience](#)



The University of Manchester

Employability

*“**Employment rates are high** and compare favourably with the sector average. Trainees are successful in gaining employment in different types of schools, both within the partnership and further afield. A high proportion of trainees become teachers and leaders in schools that are in areas of high socio-economic deprivation.”*

Ofsted 2018



The University of Manchester

Hear from our PGCE Secondary MFL graduate Tony



ITE Partnership Curriculum

- Develop educational skills and knowledge through planning, teaching and critically reflecting together
- Core PGCE and SD trainees can gain up to 60 Master's level credits which can be used towards further postgraduate study

"Trainees and schools within the partnership benefit from the research and development work of the Manchester Institute of Education. The link with current educational research significantly enhances the quality of the training programme."

Ofsted 2018

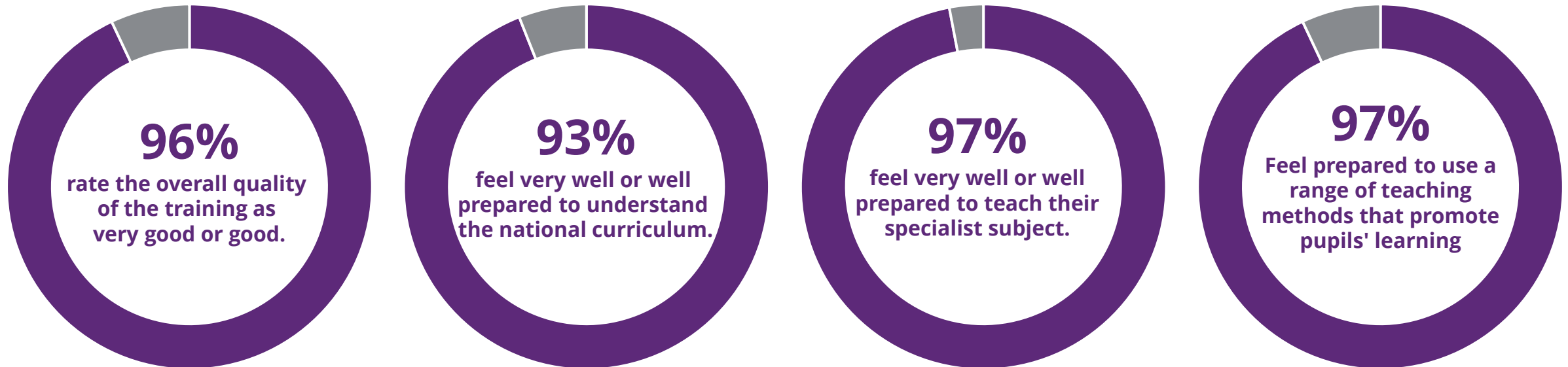
"This programme provides the right balance between academic rigour and pastoral support, and between theory and practice."

Ofsted 2018

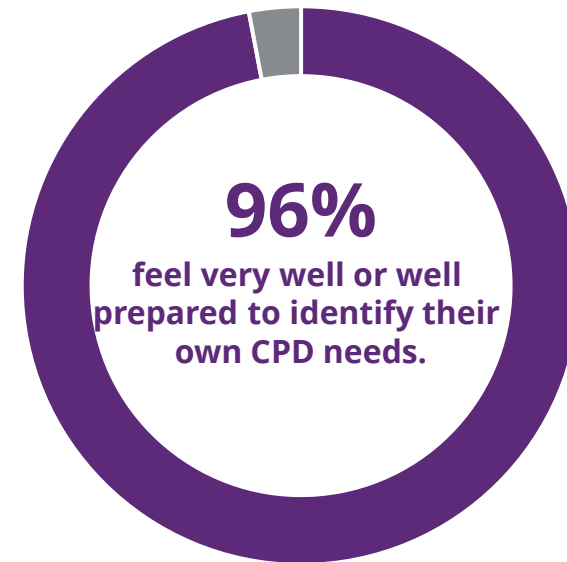
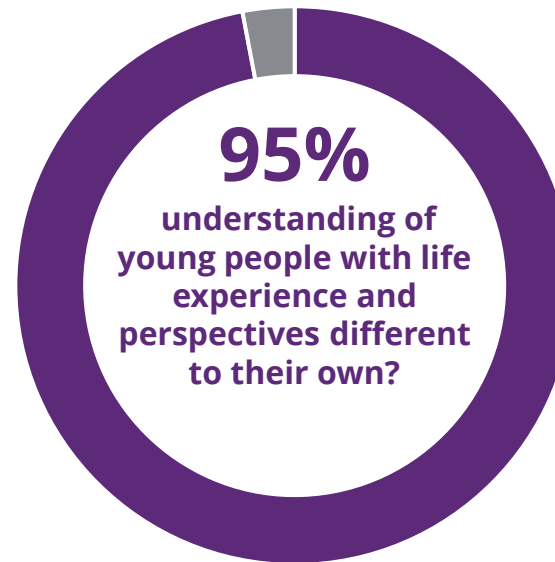
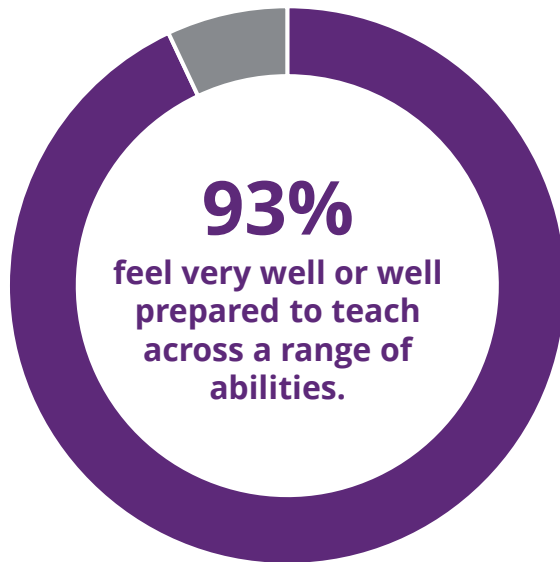
"The tutors are fantastic and extremely supportive, the lectures and tutorials are interesting, interactive and provide you with the opportunity to develop the practical skills required to become a competent teacher."

Ex-trainee, now mentor

End-of-programme trainee evaluations



End-of-programme trainee evaluations



Our Ofsted Inspection (2018)





The University of Manchester

Applications process

Requirements

- Check you meet the academic requirements.
 - Applicants who do not meet the requirements but have four years of relevant postgraduate employment or voluntary work may be considered.

Application

- Apply through the DfE website.
 - Make sure that the information on qualifications is correct and accurate. If you have any reason to believe that information we hold about you is not true, complete and accurate, you must tell us.

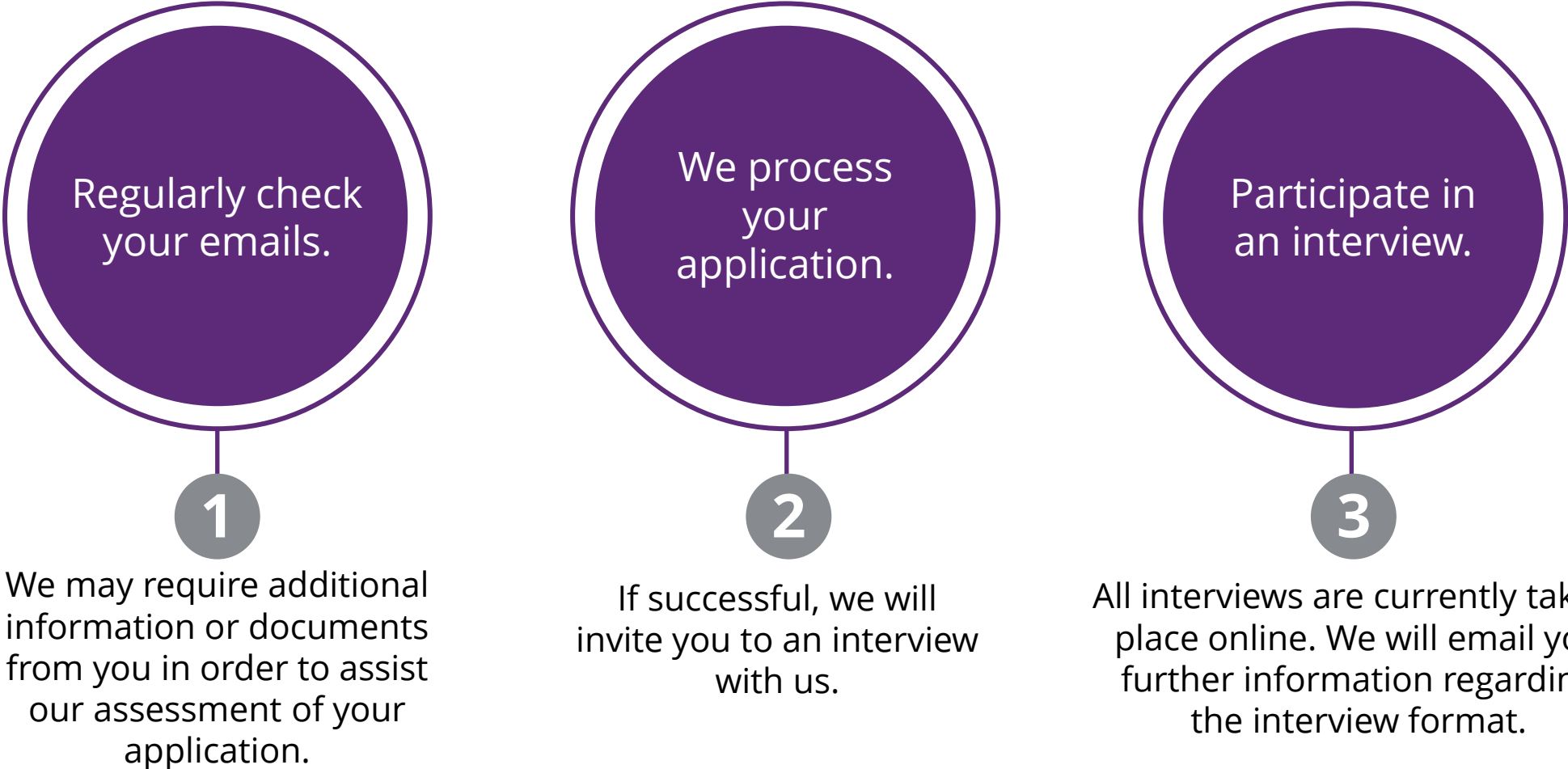
Applications process

Your Personal Statement should demonstrate:

- Commitment and enthusiasm for teaching,
- Rationale for applying for your subject,
- Awareness of the role and responsibilities of a teacher,
- Relevant experience suggesting suitability for the role,
- and a good standard of written English.



After submitting your application



Regularly check your emails.

1

We may require additional information or documents from you in order to assist our assessment of your application.

We process your application.

2

If successful, we will invite you to an interview with us.

Participate in an interview.

3

All interviews are currently taking place online. We will email you further information regarding the interview format.



The University of Manchester

Your offer

- If you receive an offer, you will be able to see this on DfE Apply, where you will also need to accept your conditional offer.
- Offers are made up of both academic and non-academic offer conditions (Health screening, DBS checks, overseas police checks).
- Formal offer letters are issued automatically. However, there may be a slight delay between receiving your offer on DfE Apply and receiving your offer letter.



The University of Manchester

References

- Two references from referees who can comment on your suitability for teaching required.
- At least one academic reference, e.g. University Tutor, if you are still at University, or have graduated in the last three years.
- Collected as part of the offer conditions



Application and assessment centre tips

Be clear on why you want to become a teacher.

1

Reference work you may have done with young people.

2

Consider visiting a school/college to observe lessons and speak with teachers.

3

Brush up on your subject knowledge.

4

Stay calm and relax.

5

International Applicants- we welcome an application from you

If you submit an application, we will be able to verify if your qualifications meet our requirements. You will need to include details of all your qualifications in your application to help us to make an assessment of your eligibility.

You need to be based around Greater Manchester in order to attend the university sessions and placements.

*International student fees

Fees for entry in 2024 are likely to be as follows:

PGCE (full-time)

UK students (per annum): £9,250

International, including EU, students (per annum): £22,000

*International students **are** eligible for the Department for Education training bursaries paid in Physics and Languages. Unfortunately, this is **not the case** for Maths, English, Science or Geography.

International Students

Below you can find the link to:

- The International Society at UoM and the Students Union
- Here are a few introductions to Manchester: the tourism page and Transport for Greater Manchester
- Information on the International Relocation Payment can be found here: <https://getintoteaching.education.gov.uk/non-uk-teachers/get-an-international-relocation-payment>
- Bursaries are available for international students to study PGCE Physics or Modern Foreign Languages: <https://getintoteaching.education.gov.uk/non-uk-teachers/fees-and-funding-for-non-uk-trainees>
- Visa guidance, including guidance on CAS, is available here: <https://www.manchester.ac.uk/study/international/adm>

International students:

Once you have accepted an offer from UoM:

- Receive email detailing next steps (specific to those not yet in the UK)
- Receive international guidance pack (videos, FAQs – including guidance on academic criteria, English education system, accommodation).
- Apply for overseas police check (OPC) / character reference
- Apply for student visa for UK
- Complete Health questionnaire
- Apply for accommodation

Once in the UK:

- Apply for a bank account to get proof of address
- Apply for DBS to gain safeguarding clearance to work in school

Any admissions questions?

If you have any questions about
your application or offer,
please contact us and
we will be able to help!

Email: pgce@manchester.ac.uk

Tel: +44 (0) 161 543 4710
+44 161 306 0970

*(available for calls from Mo-Fr,
9:30-13:00 GMT)*

The Manchester Offer

Access to an experienced university tutor who is/was a teacher in the sector.

High levels of staffing expertise with the majority of tutors being recognised nationally or internationally for their expertise.

Opportunity to investigate an issue of interest in the enquiry assignment, utilising the expertise of wider academic staff in the building.

Favourable rates of employability versus the NW and UK average.

Focus on wider wellbeing and wider support for mental health, including counselling and mindfulness.

The Inclusion and Aspiration conference attended by 200+ trainees and ECTs, allowing attendance at sessions to provide personalised CPD going forward.

A £1,000 bursary for Manchester undergraduates with a first-class degree.

Support with travel expenses to/from placement for trainees in subjects without a bursary.

Microsoft Office as a free download for all PGCE trainees.

PGCE Secondary Blog

Blogs and articles for prospective, current and former trainees, designed to keep you informed of events at the University and of the work and successes of former trainees.



[Main PGCE
Secondary blog](#)

[PGCE
Secondary
History blog](#)

[PGCE
Secondary
Geography
blog](#)

[PGCE
Secondary
English blog](#)



The University of Manchester

Subject lead contact details:

Business Education/Economics: Bob Hindle: bob.hindle@manchester.ac.uk

English: Hannah Strickland: hannah.strickland@manchester.ac.uk

History: Tom Donnai: thomas.donnai@manchester.ac.uk

Geography: Narinderpal Mann: Narinder.mann@manchester.ac.uk

Mathematics: Sian Morgan: sian.morgan@manchester.ac.uk

Modern Languages: Joanne Taberner: joanne.taberner@manchester.ac.uk

Science: Rob Buck: robert.buck@manchester.ac.uk

PGCE Programme Director: Rosa Archer: rosa.archer@manchester.ac.uk



The University of Manchester

Any questions?

Further information and queries: PGCE@Manchester.ac.uk