



SPECIALIST ROUTES & ENRICHMENTS 2024-25

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*Putting pupils first, training
excellent teachers*

SPECIALISMS

Specialisms are routes for which trainees must apply prior to the commencement of the course. There will be additional interviews for those applicants wishing to join a specialist route. Specialist routes on offer are;

Early Years

Special Educational Needs & Disability
Behaviour

Mathematics

Physical Education



ENRICHMENTS

Enrichments are available for all trainees free of charge. Trainees will need to sign up for enrichments once the programme has started. Enrichments currently include;

- Early Years
- Special Educational Needs & Disability
- Mathematics
- Leadership



SPECIALISMS

EARLY YEARS & FOUNDATION STAGE

Centre-Based Training

You will attend 2 additional sessions; Session 1 explores the ethos, curriculum overview and learning environments of EYFS and explores the similarities and differences between EYFS and other phases. In session 2 you will learn about behaviour, planning, the role of the adult, explore the prime areas and early learning goals and have opportunities to plan and discuss how resources support and extend progress and development.

School Based Training

You will spend at least a term in an EYFS setting in one of our partnership schools with tutor observations, professional dialogue with mentors, tasks and assessments. There will also be the opportunity for visits to other EYFS settings to observe expert practitioners.

SEND

Centre-Based Training

You will attend 3 sessions, usually delivered during half terms or at weekends. Session 1 focuses on differentiation and approaches to teaching and learning enabling trainees to gain further clarity on the paperwork involved with pupils with SEN, how to change objectives into appropriate targets and activities, behaviour management techniques and planning at 'P' level. Session 2 centres on speech and language, considering the potential problems caused by receptive and expressive language difficulties and how these may manifest in a school environment, how language difficulties impact on social skills and strategies and interventions to help with this, how to explore and create resources to aid pupils with vocabulary difficulties and have the opportunity to look at some diagnostic tests that relate directly to speech and language development. Session 3 will focus on the role of the SENCO in school and the inclusion team, examine the latest changes in legislation regarding special educational needs and the impact of this, exploring the role of diagnostic testing. All trainees will have the opportunity to do some teaching in one of our amazing special schools.

School Based Training

You will undertake at least 1 term in a special school.

BEHAVIOUR

Entry to the Behaviour Specialism

- A joint decision for acceptance onto the specialism will be made between trainee and SCITT staff. There will be no more than 6 trainees selected to allow for appropriate specialist mentoring and supervision. All applicants interviewed will be expected to have some background knowledge about why children experience difficulties in engaging in their learning and why they exhibit behaviours that disrupt their own and others learning.

Centre-Based Training

Trainees will attend positive handling training. There will be a series of twilight training sessions throughout the year. In addition to the core behaviour lectures, you will undertake the additional sessions: Attachment theory, Transactional analysis, Neuroscience of behaviour, Emotional vs chronological development, Therapeutic use of art, Confidentiality, Talking to parents/ difficult conversations, Use of scripts, Observing: looking at behaviours, Reflective practice in a specialist setting, Essex wide approach to trauma informed practice.

School Based Training

One placement will be based in a Pupil Referral Unit (PRU) or Enhanced Provision (EP). You will observe practice in a PRU. You will undertake supervision as well as mentoring.

MATHEMATICS

Centre-Based Training

In addition to 10 core lecture days, trainees will attend 3 specialist lecture days on the role of Maths Subject leader, including:

- The Core Responsibilities and Key Elements of Effective Subject Leadership
- Leading the curriculum, leading learning, leading CPD and leading improvement
- Designing a mastery curriculum, Mentoring and coaching and using and facilitating staff to engage with research to informed practice

School Based Training

You will teach your subject across all ages from 3-11. There will be 5 additional days working with an outstanding subject leader in school.

PHYSICAL EDUCATION

Centre-Based Training

During additional centre-based training you will cover; PE and wider-school outcomes, an in-depth look at progression of skills across EY-KS2, an exploration of key documentation, the role of the PE subject leader, what to expect from an Ofsted Subject 'Deep Dive', the role of physical activity on staff and pupils, a detailed look at planning and preparation in PE and supporting staff through CPD.

School-Based Training

During the year you will be observed by experts in the field and have opportunities to observe excellent practice. You will teach your subject across the 3-11 age range.



ENRICHMENTS

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SEND, EYFS AND MATHEMATICS

Trainees wishing to take these enrichments may sign up to attend the additional taught sessions, which typically take place at weekends or as twilight sessions. These sessions cover additional theory and provide an introduction to phase or subject leadership.

LEADERSHIP

This enrichment is open to any trainees with an interest in school leadership. The underlying premise of this short programme is that teachers are lead professionals and thus the theory and practice of leadership has aspects that are generic and are as useful to the classroom practitioner as to middle and senior leaders of the future. The course will consist of a mixture of short lectures, learning related activities and case study work-shops. There will be 2 x 1 day training sessions.