

Programme structure



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Course qualifications

On completion of the programme, trainees will be awarded qualified teacher status (QTS) with a Postgraduate Certificate in Education (PGCE). As the accredited provider, Ambition Institute award QTS to trainees upon completion of the course. We have partnered with Liverpool Hope University as our Higher Education Institution who will award the PGCE. We are offering both primary and secondary routes, full-time and part-time.

Main placement

The programme follows an 'A' placement model, which means that trainees will be based in a single school for the majority of the year. Trainees will attend several specialist placements in the autumn and spring terms, and a longer second school placement in the summer term. Over the course of the year, trainees will spend a minimum of 15 hours per week in the classroom. This will be made up of teaching, team teaching, and structured observation of others.

Specialist placement days

During the autumn and spring terms, trainees will attend approximately five specialist placement days, lasting between one and two days each. The intention is for trainees to get a feel for the breadth of the educational landscape, and so they might visit a pupil referral unit (PRU), a special school, a forest school, or spend a day in an early years foundation stage (EYFS) classroom.

Second school placement

Trainees will also complete a second school placement in the summer term, lasting a minimum of 10 days. It should take place in a setting that is noticeably different from their main school placement. For example, an urban or a rural school, an inner-city or a coastal school, a faith or non-faith school, or a school that serves a very different demographic.

We want to ensure the quality of support for trainees whilst on this placement. One way to achieve this could be to rotate trainees across main placements, ensuring that each trainee is supported by a host mentor. The host mentor will be familiar with, and trained on, the programme. They will therefore be able to provide high-quality instructional coaching and coaching on planning.

Curriculum structure

The curriculum is organised into five key strands, sub-strands and weekly modules. The five strands (behaviour, assessment, instruction, curriculum, and professionalism) each align with the statutory guidance in the Core Content Framework. Each strand is then broken down into several sub-strands, with further modules within each sub-strand. These individual modules become the trainee's weekly focus:

Strand	Sub-strand	Module
Behaviour	Routines and expectations	Presenting emotional consistency
Assessment		Transition routines within class
Instruction	Responses and relationships	Setting clear expectations
Curriculum		Transition routine between classes
Professionalism	Building pupil self-regulation and self-efficacy	

Weekly structure

Each week, a trainee will complete independent asynchronous study, attend at least one taught clinic (2.5 hour seminar style session) and will do some one-to-one coaching or practice with their mentor. All of these activities in a single week will be part of the same module to ensure that trainees are able to develop their mental model in a key area of focus. Over the course of the year, trainees will engage with 34 modules of learning, including the four Intensive Training and Practice modules. These 34 modules are broken down into 17 subject studies modules and 17 professional studies modules.

Spiral curriculum

Cognitive science tells us that much of what we learn is likely to be forgotten, especially if we are only exposed to an idea or concept once. Because of this, our curriculum is 'spiral' in its structure: trainees will secure the foundations of high-quality teaching first, and later they will revisit this knowledge through the lens of adaptive teaching. They will build on previously taught content, looking at it in more depth and increasing complexity each time. This will allow trainees to develop knowledge that is more memorable over time.