

ProgressionSeries

# Teaching and Education

For entry to university and college in 2010

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# It could be you...

- ... encouraging a toddler to learn through play
- ... congratulating a child on reading their first book
- ... engaging a teenager to do well in exams
- ... sharing in your students' A level and university success
- ... helping an immigrant to speak their first words of English
- early years education
- primary school teacher
- secondary school teacher
- higher education teacher
- TESOL teacher

... and lots more besides. Could a career in teaching be for you? The aim of this guide is to help you decide.

## A CAREER IN TEACHING?

- Choose from a wide range of exciting teaching career options. See **Which area?** starting on page 23.
- Hear it from the horse's mouth. Read what recently qualified teachers have to say about their careers in our **Case studies** from page 37.
- Learn about all the abbreviations and special language in teaching in the **Jargon buster** section on page 18.
- Make your UCAS or GTTR application stand out from the crowd. Read **How will they choose you?** starting on page 78.

## TEACHING IN CONTEXT

Mention a career in teaching to those not in the know and, chances are, you might get the tired and negative response, 'Those who can't, teach'. Or you could be told that you will end up wasting your time and your degree on unteachable, unmotivated students when you could be earning big bucks in a flash City job instead.

Teaching is a vocation. Most people who go into it do so because they want to make a difference to someone's life, whether at the very beginning of their learning experience, such as primary school children, or later on in further or adult education. That is one of the joys of the profession: there is a huge variety of learners out there; you just need to find the group that suits you best. Sharing your love for your favourite subject is also another big attraction, as is the potential to see reluctant learners blossom.

If you're interested in a possible career in teaching, this guide can help point you further in the right direction.

Read on to discover:

- the main roles on offer
- the qualifications and skills you will need
- study and training options at undergraduate and postgraduate level
- advice and personal experience stories from recent graduates working in teaching.

HEAR IT FROM THE EXPERTS

Still not sure whether you want to work in teaching? Perhaps you don't know if working with younger children is your cup of tea or whether life as a secondary school teacher takes your fancy. Read the following profiles to see where the world of work has taken recent graduates.

# Secondary teacher, head of history

Sexey's School

ELEANOR BAKER

Route into teaching:

A levels – history, English literature, archaeology & sociology (2000); BA history, PGCE secondary history, Cambridge (2003, 2004)

**WHY TEACHING?**

At university, I was lucky enough to be based at Homerton College, the centre for the Faculty of Education at Cambridge. This meant that I socialised with students on education courses, which sparked my interest in teaching. My passion for history led me to want to share it with others, and I felt that teaching would be a rewarding job as well as a challenge.

**HOW DID YOU GET WHERE YOU ARE TODAY?**

I took education options in the second part of my degree to prepare me for teaching. Then, after graduating, I was accepted onto an amazing PGCE course, which further developed my love of history and also showed me how difficult it is to teach the subject. This, as well as being mentored by a fantastic historian on one of my school placements, helped me decide to work towards a role as a head of a history department. My first job was in a school in Peterborough, as deputy head of year. I then moved to a school in Somerset where I became a head of department after my predecessor was promoted to an assistant headship.

**WHAT DOES YOUR JOB INVOLVE?**

I run the history department with three members of staff and teach 39 lessons a fortnight. I am also responsible for a Year 10 tutor group. Teaching involves a lot of admin! My daily routine includes taking the register, taking assembly, teaching lessons, getting called for cover, marking work, booking and organising trips, speaking to parents, updating and preparing resources, updating department data, and undertaking personal learning guides with students. Some of my other responsibilities include running revision sessions and coursework catch-up sessions once a week, and seeing students whenever they need help in the week during lunch hours. I play in the school chamber orchestra and undertake a boarding duty in the Year 7 boarding house one night a week.

I am currently in charge of undertaking the specialist schools bid for history, as we have just been granted specialist schools status in humanities. In relation to that I spend some of my time working with other local schools and community businesses such as the local museum and church.

**WHAT HAS BEEN YOUR BIGGEST CHALLENGE?**

Managing a difficult department member caused more problems than managing difficult students. To deal with this I consulted those above me in leadership positions – I have learned that you should never be afraid to ask for help, as you don't always know everything.

**WHAT DO YOU LIKE MOST ABOUT YOUR JOB?**

The best thing about being a teacher is working with students – they put everything in perspective and remind you what is important in life. I like the fact that my job is constantly changing and that I never know what to expect when I turn up to work. I also get to talk about my favourite thing all day and inspire others to talk about it too!

**ELEANOR'S TOP TIPS**

If you are enthusiastic and passionate about inspiring young people then this career is for you. It is not always an easy job but it is rewarding. In teaching the key is consistency – if you are fair, students will respect you. Being organised will help ensure that your paperwork won't get in the way of the most important part of teaching – delivering lessons.