



Secondary

Teacher Training

Our vision



For there to be an inspirational teacher in every classroom that champions young people to achieve and thrive.

Our School-Centred Initial Teacher Training (SCITT) has become recognised across Nottinghamshire, Derbyshire, Leicestershire, and Rutland for delivering exemplary teacher training.

Inspiring through education

Our programme is highly practical and school-based, ensuring you learn from the very best teacher's practice and have ample opportunity to apply your learning where it matters - in the classroom.

Our Secondary course is proudly delivered in partnership with



“Trainees are exceptionally positive about their initial teacher education. Many seek out the programme because of its strong reputation for the high quality of training.

Trainees benefit from an excellent curriculum, taught by experts.

- Ofsted, May 2023



Learn from experienced teachers and leaders

All of our facilitators are experienced classroom practitioners or senior and middle leaders, recognised for their expertise and specialist knowledge.

You will be trained and supported by a community of leading practitioners, who have created a high quality and inspirational programme, so you can become an outstanding, child-centred teacher and potential leader of the future.

93%

of the trainees who qualified in 2024/25 found full time employment within our schools.



Our three pillars

Our three pillars define our core beliefs in providing outstanding teacher training.



The Location

Our placement schools are carefully selected to provide a rich and diverse learning environment for our trainees. You will complete your placements in at least two of our schools, across the year groups you are training in.

The Support

Our regional Hubs are led by a Hub Lead, along with a team of experienced professional tutors who get to know you well throughout your training year. They provide pastoral and academic support to ensure you reach your full potential during your training and beyond. During your school placements, you will also be supported by mentors, who will meet with you regularly to review progress and development priorities.



The Person

We believe an outstanding teacher has six key qualities. Over your training year you will have the opportunity to develop into a teacher that is **creative, professional, knowledgeable, resilient, reflective and emotionally intelligent**; also known as the **iL6**.



Creative

A creative teacher makes learning engaging and rewarding by taking risks, embracing bravery in trying new approaches, and adapting their teaching effectively to changes in the learning environment.



Professional

A professional teacher upholds high standards of conduct, demonstrates reliability and respect, and nurtures a positive learning environment, ensuring that students feel valued and supported.



Knowledgeable

A knowledgeable teacher possesses strong pedagogical and subject expertise, nurtures a curious mindset and actively engages in research and collaboration with colleagues to support ongoing professional growth.



Resilient

A resilient teacher faces challenges with perseverance and a positive mindset, maintaining high standards of self-care and self-esteem, while assessing risks effectively and applying coping strategies in times of crisis.



Reflective

A reflective teacher critically reviews their performance and progress with an introspective mindset, recognising strengths and weaknesses, and identifying next steps for continuous growth and improvement.



Emotionally Intelligent

An emotionally intelligent teacher demonstrates self-awareness by recognising and managing their own emotions, enabling them to navigate complex dynamics and build strong inter-personal relationships.

Our programme

Our innovative programme blends school-based training with local specialist delivery to ensure you become embedded in the educational framework of the region.



Centre-based training

Our training sessions are Mondays and Fridays in term 1, only Fridays in term 2 and occasionally in term 3.

Teaching timetable

40% timetable by Christmas (approx. 6 hours over 3 days)

60% timetable by Easter (approx. 12 hours over 4 days)

80% by July (approx. 17 hours over 5 days)

What to expect

- Setting high expectations
- Cognitive Science
- Establishing routines
- Lesson planning
- Explaining
- Questioning
- Modelling
- Marking and Feedback
- Behaviour Management
- Adaptive teaching
- Active engagement
- Oracy
- Literacy
- The role of the tutor
- Data management
- Managing workload
- Applying for jobs
- SEND
- Diversity, Equity + Inclusion



Our course in numbers

11

Days
dedicated
to
university
study

50+

Days of
centre-based
training

120+

Days
hands-on
classroom
training

Qualify and start earning

If you choose to do one of our full-time courses, you'll receive Qualified Teacher Status (QTS) and Postgraduate Certificate in Education (PGCE) from our Outstanding university partner, University of Derby. From there, your teaching career can begin.



Committed to your development

From teacher training through to leadership development, we are committed to supporting teachers to grow throughout their careers.

Once you qualify, we will continue to work with you to support your career aspirations beyond your training and ECT years.



Supporting your subject knowledge

Our secondary teacher training programme ensures robust support for subject knowledge through continuous review of the Subject Knowledge Audit, which informs an individualised programme for each trainee.

Our courses

As a secondary school teacher, you can foster a love of learning that students carry with them long after they leave the classroom.

We're proud to offer the following courses:

- Maths
- Biology
- Chemistry
- Physics
- Computing
- Computing with Business Studies
- English
- History
- Design and Technology
- Drama
- Geography
- Art and Design
- Modern foreign languages (MFL)
- Music
- Physical education
- Religious Education
- Psychology

You will have approximately **nine subject-specific training days**, including observations of best practice. You'll also receive small group and one-on-one guidance from designated subject specialists, as well as support from the National Association of School Based Teacher Training (NASBTT).

Additionally, you have access to a wealth of resources, including texts, books, research, and blogs that promote best practice.



Train to teach part-time

All of our courses, are available part-time, offering a flexible schedule to your teacher training. Commit to just 3 days a week and earn your Qualified Teacher Status (QTS) in 19 months.

What we offer:

- Full Initial Teacher Training: Including four intensive training and practice weeks (full attendance required).
- Two School Placements

Financial Support

Student Finance

On our course, trainees are entitled to the same financial support as other teacher training courses. Those from the UK or EU are eligible for student loans in order to help cover tuition fees and maintenance.

Bursaries and Scholarships

For 2026/27 the following bursaries are available:

- £29,000 in chemistry, computing, mathematics and physics.
- £20,000 in design and technology and languages (including ancient languages).
- £5,000 in biology and geography.

You may be applicable to apply for the following scholarships:

- £31,000 for chemistry, computing and physics.
- £22,000 for French, German and Spanish (no other languages).



Are you an international student?

To find out more about funding available, visit the [Gov.uk](https://www.gov.uk) website.

When might I need to do an SKE?

You might need to complete a subject knowledge enhancement (SKE) course before beginning your teacher training to bolster your subject expertise.



This could be necessary if you have (one or more of the following):

- Completed your degree over 5 years ago.
- A different but related degree to the subject you wish to teach.
- An A level but not a degree in the subject you want to teach.
- An unrelated degree but relevant professional experience.
- Studied for a languages degree but need to improve proficiency in either a primary language, a secondary language, or both to a suitable level for teaching in schools.

Which SKE courses are available?

SKE courses are currently available in 5 secondary subjects:

- Chemistry
- Computing
- Modern Foreign Languages
- mathematics
- Physics

Subject Knowledge Enhancement (SKE)

Become a leader

Qualities we're looking for

We're not looking for perfection. Becoming an outstanding teacher is a journey, but we're eager to see how you already demonstrate some of these qualities, which we will refine over time.

- Resilient
- Emotionally Intelligent
- Reflective
- Creative
- Professional
- Knowledgeable

Entry Requirements

To apply for our teacher training, you will need to meet these requirements.

- 🎯 A Bachelor's degree.
- 🎯 A degree or A-level in your secondary specialist subject is preferred.
- 🎯 A grade C/4 in GCSE English and Maths (or equivalent).
- 🎯 Proof that you have the right to work and remain in the UK for the duration of the course.

We're dedicated to treating all applicants fairly and with respect regardless of their gender, sexual orientation, age, race, religion or disability.

Application and Interview

To get started, follow these steps to make your application.

Apply online

Visit the DfE Apply website and search '**Inspiring Leaders**' to view the courses available. You'll need to input your qualifications and submit a personal statement that reflects your passion for teaching.

Interview

If your qualifications meet our entry requirements and we would like to take your application further, you will be invited to start our interview process. This will be in two parts:

1. The first stage will be a formal interview (approx 45 mins).
2. The second stage will be a half-day faculty visit, with the opportunity to meet course leaders and current trainees.

Offer and enrolment

If you're successful, you'll receive a conditional offer. To accept your place you will need to confirm this on DfE APPLY. We will keep in touch with details of the induction events and pre-course activities.

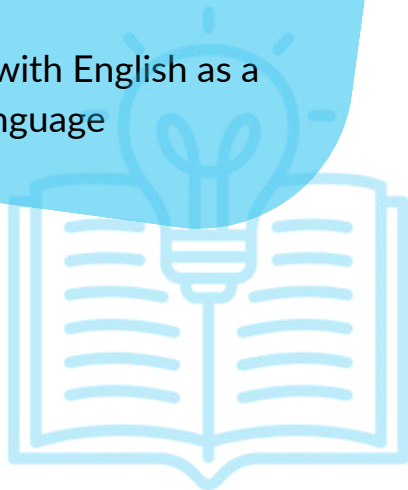




Neli's Story

**Secondary Geography
Alumni**

-Training with English as a
second language



I have always aspired to become a Geography teacher, but my career path led me to administrative roles in several successful universities, where I have worked for over 15 years. But my dream of teaching Geography remained. I figured out my priorities more so during COVID and started working in one alternative provision as unqualified teacher. The next year I decided to try a mainstream school and worked there for a year, working for the Science department in the Ashfield School. This is where I heard about Redhill Academy Trust and Inspiring Leaders Teacher Training and all my colleagues confirmed that they have very good reputation. After a lot of research, and being impressed by the professionalism of the team, I decided to do my teacher training here.

I had many great moments. I struggle selecting just one, but maybe the biggest highlight was the opportunity to meet and communicate with so many experienced and professional educators. I had amazing colleagues in both my placements, and I did not feel as an outsider or different in any way. They were all very positive and welcoming.

Unlike my Masters degree, I did my A-levels in my native Bulgarian language. Therefore, I did not know many of the Geography terms in English. Also, there are many terms coming from the Greek language, but the pronunciation is not the same, which further made my training more challenging. If I'm honest there were moments I felt a bit embarrassed about it. However, my colleagues intervened and helped me understand that many students have my struggles; it is relatable and normal. I spent lots of time checking the pronunciation of terms in Google, then I practiced and made sure the students also understand the terms and knew how to pronounce them.

I came to the conclusion that even British people can struggle with some words and there is nothing embarrassing in repeating and practicing the pronunciation of an important term. We are all just humans and we all learn and develop.

Since graduating, I am now in my first year as an ECT. I finally have my own classes and classroom. It is exciting and even a bit overwhelming at times. It still feels unreal sometimes! My dream come true!

The one piece of advice I would give to future trainees is that your teacher training year is very intense, and procrastination is not your friend! On the contrary, you need to be consistent and concentrated.



Katie's Story

Secondary Maths Alumni
-Training outside your
degree specialism



Since graduating from Nottingham Trent University in 2014, I have worked in the retail sector in various roles, with my final role being a store manager right before I started the application process to train to teach. I had wanted to train to teach since graduation, but I wasn't aware of the options I had available to teach a subject outside of my degree specialism. I thought that, having a degree in English Literature, I would have to train to teach English, as that was what my highest qualification was. Before applying, I wanted to see if the A-level I had in Maths was something that would be considered by ITT providers, so I used the application support process to speak to an advisor about what providers would want to see.

I had always been interested in Maths and had enjoyed it throughout school. When I was doing my GCSEs and A-levels, I really fell in love with the subject. I wanted to complete a joint honours degree so I didn't have to choose between Maths and English, but the advice I got at sixth form was to pick just one. I found that the Maths I used while working in retail was something I was passionate about, ensuring young people had a solid understanding of it.

After being offered a place with Inspiring Leaders Teacher Training, they arranged for me to complete a Subject Knowledge Enhancement (SKE) course to ensure that my subject knowledge was of a sufficient standard before starting my training year. The SKE gave me confidence in my subject knowledge and provided a strong starting point that the training year developed as I learned how to teach mathematical concepts that I had only known how to do myself before. I started to see connections between the strands of Maths and gained a respect for how concepts could be broken down to enable student comprehension.

Due to training during the pandemic, I had one placement school in my ITT year. I found that staying in the school for the duration of my training allowed me to really immerse myself in the culture of the school. I built fantastic relationships with the students in my tutor group and the classes I taught. I worked closely with all members of my department and built professional relationships that have thrived since continuing to work in the school.

One of the highlights was getting to work with and learn from some fantastic practitioners who have helped mould me into the teacher I am today. I saw the time and effort that these teachers spent observing my lessons and arranging time to meet me to provide me with quality, constructive feedback that continued to develop my skills, and it is something I want to give to future trainees now that I am in the position to mentor trainee teachers.

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Another highlight was the relationship I built with my mentor and the class teacher that went on to mentor me for my ECT years.

Training during the pandemic made routines in the school change, especially during the term I spent teaching on Microsoft Teams. I had to think about how to adapt my approaches to questioning, assessment, and modelling so that I wasn't just lecturing students in their online lessons, but instead providing them with an experience as close to in-school learning as possible. I collaborated a lot with members of the department and other trainees about how they were adapting to new ways of teaching. Using technology in my lessons is something that I incorporate where necessary, and I now feel confident using it.

In my ECT years 1 and 2, I joined a Maths and Science Shared Approaches workgroup run by the Maths Hub. This was interesting, as it allowed me to see how Maths concepts were taught in Science lessons and to work with teachers in other disciplines to see if we could develop shared approaches to aid student understanding. As a Maths teacher with a degree in English Literature, I wanted to make sure that my A-level subject knowledge was sufficient before I took the step to teaching A-level.

I went on a course to deepen my understanding of Mechanics, and the next year I was given a Year 12 class to teach, which I have now carried through to Year 13. As an English graduate, I have been able to apply some of the knowledge I gained in my degree to developing literacy approaches on a departmental and school-wide level. I have been able to run disciplinary literacy teaching and learning groups for the school alongside an English specialist.

More recently, I have started working with the SCITT and have taken on the role of mentor for the 2024-2025 cohort. I have also become the Maths subject specialist for all Maths trainees in that cohort, and over the course of nine full days, I will provide them with Maths-specific CPD as well as conducting observations. I have also taken on the role of KS3 Curriculum Area Leader this year, which is a fantastic opportunity to be given a teaching and learning responsibility and to assist in the running of the Maths department.

If you have thought about teaching for a long time and are in a similar position to me, in that you are wanting to change careers—do it. There are countless transferable skills that you will have from your previous roles that you can apply to education.

Things to look forward to

Team Building

A highlight of our course is a team building day, designed to show how school trips can bring the curriculum to life. You'll learn about planning logistics, managing student behavior, health and safety, and risk management. Plus, enjoy outdoor activities that demonstrate how fieldwork and research can enrich learning.



Graduation

Upon qualifying, you'll be invited to a graduation ceremony. Celebrate your achievements with friends, mentors, and family, and look forward to your future in education. It's a day of recognition and new beginnings.



Start your journey - Get school experience

If you are looking to gain some classroom experience to support your teacher training application, then book onto one of our school experience days.

They are a fully structured day spent in one of our amazing schools. You will have the opportunity to spend a day in the classroom, meet the staff team and immerse yourself in school life for a day.





If you have any questions, contact us by sending an email to info@iltoday.co.uk, and our friendly team will be in touch.

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teacher training

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