

Employment Based Initial Teacher Training

REQUIRED INFORMATION FORM (RIF) – SECONDARY SCHOOL GRADUATE AND REGISTERED TEACHER PROGRAMME

Revised and updated October 2011 – EARLIER VERSIONS WILL NOT BE ACCEPTED

*As part of the selection, interview and allocation of a place on a training programme, Canterbury Christ Church University (acting as Accredited Recommending Body) must receive the following completed form. Please complete the form carefully. We cannot process the application until we have been provided with all the necessary information, including confirmation of qualifications for Initial Teacher Training (ITT). This form must be completed by the EBT, Head Teacher and Chair of Governors. **Failure to complete this document will delay the process and can result in a trainee not being accepted on a training programme.***

The information on this form will be stored on a database and is subject to the Data Protection Act. Once the application is successful information will be made available to persons responsible for monitoring and assessing the trainee's progress on the programme. Information may also be made available to Ofsted to enable them to carry out quality inspections of the trainee. The information may also be used by the Training and Development Agency for Schools (TDA) and used anonymously for statistical analysis.

PART 1			
1. Applicant's Name			
Forename		Surname	
2. Programme Information			
Programme Start: September 2012	GTP with Salary Grant <input type="checkbox"/>	GTP with Training Grant Only <input type="checkbox"/>	
	RTP <input type="checkbox"/>	Self-funded GTP <input type="checkbox"/>	
Type of school			
Secondary State <input type="checkbox"/>	Secondary Independent <input type="checkbox"/>	Secondary Special <input type="checkbox"/>	Other <input type="checkbox"/>
Specialist Subject			
Stages of Training			
Indicate two consecutive age ranges (i.e. Key Stage 3 and 4)		and	
3. School Details			
Name of School			
Address			
Postcode			
Telephone Number		Employment Based Trainer (EBT) e-mail Address	

Interview Profile (Re Suitability Requirements 1.1, 1.2, 1.6)				
Completed by Head Teacher/EBT				
Please tick the appropriate column for each of the interview criteria				
Rating	Very Good	Good	Satisfactory	Reservations
1. Degree	<ul style="list-style-type: none"> Higher degree 1st Class Degree Subject relevant to Curriculum 	<ul style="list-style-type: none"> 2.1 Subject relevant to Curriculum 	<ul style="list-style-type: none"> 2.2 Subject of degree not directly linked to Curriculum 	<ul style="list-style-type: none"> 3rd or Pass Subject not relevant to curriculum
2. A Levels or Equivalent	<ul style="list-style-type: none"> 3 at C+ A/B in specialist subject area 	<ul style="list-style-type: none"> C/D grades C in specialist subject area 	<ul style="list-style-type: none"> D/E grades Below C grade in specialist subject area 	<ul style="list-style-type: none"> E/U grades E in subject No A Level in specialist subject area
3. GCSEs	<ul style="list-style-type: none"> Many A*/A/B 	<ul style="list-style-type: none"> All C and above 	<ul style="list-style-type: none"> Several C 	<ul style="list-style-type: none"> Mainly low grades
4. Experience with Children	<ul style="list-style-type: none"> 6+ months in school working as a TA or voluntary helper Working with children/young people in other settings 	<ul style="list-style-type: none"> Some time in school Childcare or work with children 	<ul style="list-style-type: none"> No time in school Little experience of work with children 	<ul style="list-style-type: none"> No experience of children
5. Work Experience	<ul style="list-style-type: none"> Full-time in related work for 6+ months 	<ul style="list-style-type: none"> Substantial part-time in related work 	<ul style="list-style-type: none"> Limited vacation work 	<ul style="list-style-type: none"> None relevant
6. Reasons for Teaching	<ul style="list-style-type: none"> Pupil learning, empowerment, and enjoyment, Subject value 	<ul style="list-style-type: none"> Working with pupils Enthusiasms for pupils and subjects 	<ul style="list-style-type: none"> 'Variety of the work' 'Passing on the subject' 	<ul style="list-style-type: none"> No mention of pupils or learning No sense of the value of the subject
7. Supportive Reference	<ul style="list-style-type: none"> Strong endorsement from professional who knows him/her Strong reference to relevant skills 	<ul style="list-style-type: none"> Endorsement from professional who knows him/her Endorsement from current employer 	<ul style="list-style-type: none"> Suggestion of limited skills No reference to personal or professional qualities 	<ul style="list-style-type: none"> Explicit expression of reservations
8. Working in a Group (where applicable at interview)	<ul style="list-style-type: none"> Contributions all strongly developmental Facilitates and encourages Generates ideas with others 	<ul style="list-style-type: none"> Contributions thoughtful and relevant Listens, helps development, consistently collaborative 	<ul style="list-style-type: none"> Contributions relevant but limited Participates when supported by others 	<ul style="list-style-type: none"> Contributes little or nothing Ill at ease Domineering or dismissive of others
9. Oral Presentation	<ul style="list-style-type: none"> Immediate rapport with audience Articulate and persuasive Supports other presenters effectively Very dynamic 	<ul style="list-style-type: none"> Relates to audience and is responsive Interesting and dynamic Works well with other presenters or questioners 	<ul style="list-style-type: none"> Limited awareness of audience Matter of fact or dull Contribution presented with little awareness of others 	<ul style="list-style-type: none"> Eye contact only with interviewer or little eye contact Hesitant with poor body language Interrupts or dominates others
*10. Reading, or Written Communication (where applicable at interview)	<ul style="list-style-type: none"> Informed, Original and critical perspective Synthesis of analysis of material and own experience 	<ul style="list-style-type: none"> Well organised, making several points well Coherent discussion of material and ideas from own experience 	<ul style="list-style-type: none"> Disconnected or points in a list Few points, not well organised or 'laboured' Misconceptions or limited personal perspective 	<ul style="list-style-type: none"> Short descriptive response to material Lack of understanding or personal perspective
*11. Literacy (where applicable at interview)	<ul style="list-style-type: none"> Excellent 	<ul style="list-style-type: none"> Good 	<ul style="list-style-type: none"> Test suggests action needed before programme 	<ul style="list-style-type: none"> Test suggests action needed before programme
*12. Numeracy (where applicable at interview)	<ul style="list-style-type: none"> Excellent 	<ul style="list-style-type: none"> Good 	<ul style="list-style-type: none"> Test suggests action needed before programme 	<ul style="list-style-type: none"> Test suggests action needed before programme

13. Subject Knowledge and Relevance to Curriculum	<ul style="list-style-type: none"> Enthusiastic beyond degree content Comprehensive depth & breadth Articulates transferable skills with confidence 	<ul style="list-style-type: none"> Conveys own subject interests convincingly Substantial and secure breadth of knowledge Understands how to research topics 	<ul style="list-style-type: none"> Rehearses what has been learnt in degree Aware of limited breadth of knowledge and need to address this 	<ul style="list-style-type: none"> Limited accuracy and breadth Misconceptions or vagueness Does not understand importance of subject knowledge
14. Subject Application	<ul style="list-style-type: none"> Demonstrates how to make knowledge accessible to pupils across age/ability range using interactive approaches 	<ul style="list-style-type: none"> Understands issues involved in making knowledge accessible and suggests some appropriate strategies 	<ul style="list-style-type: none"> Understands pupils will need to be engaged, and with prompting, makes some practical suggestions 	<ul style="list-style-type: none"> Thinks own interest in material means pupils should be interested Sees teacher as the provider of knowledge
15. Awareness of Schools and Curriculum	<ul style="list-style-type: none"> Offers perceptive analysis of issues and experience Demonstrates synthesis of idealism and realism 	<ul style="list-style-type: none"> Appropriate and informed understanding is evident Has imagined self in the teacher's role 	<ul style="list-style-type: none"> Limited research and experience, but offers genuine engagement with issues Perceptions largely based on own school experience 	<ul style="list-style-type: none"> Very limited research and experience Dependent on tabloid version of what happens in schools
16. Reasons for Teaching	<ul style="list-style-type: none"> Pupil learning, empowerment, and enjoyment, Subject value 	<ul style="list-style-type: none"> Working with pupils Enthusiasms for pupils and subject 	<ul style="list-style-type: none"> 'variety of the work' 'passing on subject' 	<ul style="list-style-type: none"> no mention of pupils no sense of value of subject no mention of enjoyment
Gradings Based on Boxes Ticked:	Very good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Reservations <input type="checkbox"/>

*** Please note the University interview includes a literacy and numeracy assessment in accordance with Requirement 1.6.**

Schools are encouraged as part of their own interview process to ensure that applicants are able to demonstrate appropriate levels of numeracy and literacy as part of their own interview process

3. Summary of the school's analysis of the applicant's suitability for the GTP.
This statement may include key points to be addressed prior to beginning the training programme or to be included as early priorities in the Individual Training Plan once the trainee has started on their Initial Teacher Training.

Part 3 Declarations

Degree - Applicants graduating in July 2012 MUST provide copy of Academic Transcript within 20 days of the start of the Programme. It is the applicant's responsibility to confirm with their degree awarding body that they will be able to satisfy this requirement (i.e. check date of exam board)

Failure to do so will mean that they will not be registered and will not be able to start their Programme (See R1.5 Provisional Registration with GTC (E))

GCSE Maths

English

PLEASE ATTACH COPIES OF MATHS AND ENGLISH GCSE AND DEGREE CERTIFICATE

NARIC - All overseas qualifications must be endorsed by a statement from NARIC to verify their equivalence to UK qualifications

Requirement 1.4

I have completed or am in the process of completing a Criminal Records Bureau enhanced disclosure check and will inform the University of any applicant who fails to meet this requirement.

Requirement 1.6d

I have undertaken checks to ensure that the applicant has the health and physical capacity to teach

I confirm that the trainee will be employed as an additional member of staff and was interviewed by the Head Teacher. The trainee will not be filling a vacancy. (Graduate Teacher Programme with SALARY GRANT)

I understand that failure to comply with this condition of the Graduate Training Programme may result in the Salary Grant being withheld and/or the training contract being terminated.

I confirm that the trainee will be filling a vacancy. (Registered Teacher/Training Grant Only Programme)

- please tick these boxes as appropriate

By signing below you will be confirming that you have seen ORIGINAL documents as stated above and that you have completed OR ARE IN THE PROCESS OF completing Requirement 1.4 and Requirement 1.6d

Signature of EBT

(Employment Based Trainer)

Name of EBT

(Please PRINT)

Signature of Head Teacher

Date

Name of Head Teacher

(Please PRINT)

Signature of Chair of Governors

Date

Name of Chair of Governors

(Please PRINT)

NB: If any required information is missing this application will be returned to the school and could delay the application process and result in the applicant NOT being successful in securing their place on the GRTP. It is the responsibility of the School to ensure that all documentation is fully and accurately completed.

Once completed this application TOGETHER with the TRAINEE APPLICATION FORM and SUBJECT KNOWLEDGE AUDIT must be sent to:

**The GRTP Office, Faculty of Education, Canterbury Christ Church University, North Holmes Campus
Canterbury, Kent. CT1 1QU.**

Please note that the University has a limited number of places available and once these are all awarded no further places will be available.