



Primary PE specialist initial teacher training (ITT) pilot course

These summaries outline some of the features of the course development work by the teaching schools.

Ashton-on-Mersey, Greater Manchester

Ashton-on-Mersey is now a school-centred ITT (SCITT) partnership of over 30 schools. When the pilot started they worked closely with the University of Chester. School partners deliver school based learning, programme facilitators, members of interview panels and link tutors to support the quality assurance process. Partner primaries are represented on their strategic board.

Belleville Primary, London

This is a School Direct lead school and national support school. Their large partnership of south London primaries worked with Kingston University as their ITT partner. Kingston delivers 2 master's level post graduate certificate modules for specialist PE trainees, as well as verifying and quality assuring the programme and recommending trainees for qualified teacher status (QTS).

Thomas Telford, West Midlands

As the only one of the teaching schools to be an ITT provider in its own right at the start of the pilot; Thomas Telford trained a generalist and specialist route in parallel to enhance both courses.

Summer school

This was first negotiated by Ashton-on-Mersey school with national sporting bodies and developed and enhanced locally by the other pilots.

This was 4 weeks in 2013 and 3 in 2014. The most recent consisted of 5 day's key stage 1 and 2 PE training from the [Youth Sports Trust](#) and specialist inputs from organisations, including the Football Association (FA), Rugby Football Union (RFU) and British Gymnastics. The Amateur Swimming Association provided levels 1 and 2 coaching and teaching school swimming. [AfPE safe practice for PE](#) and first aid training was supplemented by sessions on netball and dance.

Further specialist elements were built into the year including; athletics, tennis, cricket, orienteering and participation in an Outward Bound Trust weekend. As well as PE teaching and leadership the course covered subject specific planning, assessment, policy, budget, resources, organising inter-school competitions, sports days and tournaments, inclusion and specialist educational needs and disability (SEND).

Wider course structure at Belleville. Trainees were based in placement schools from Monday to Wednesday each week, gaining experience of teaching PE and core subjects (50/50 balance). On Thursday mornings there was PE-specific training followed by afternoon tutorials, teaching surgery, coursework and administration and on Fridays further core subject and general pedagogical training.

Trainee inputs and profiles

All pilot schools prioritised applicants with high degree quality degrees, if possible in a related subject area. Applicants with an un-related degree were often either athletes themselves or had business related expertise in PE and sport.

They also had to demonstrate a serious interest in or experience of working in the primary phase. This led to the first cohort having some distinctive features compared to other primary phase trainees;

- 100% of school-led trainees secured their first teaching post.
- 75% have a sports-related degree.
- 77% have 2:1 degrees or better compared to generalist primary average (73%)
- 61% are male; compared to 21% primary average