

> Teachers are often expected to offer two languages, the second having been studied at least to 'A' level standard. (Contact the TDA for details of subject knowledge enhancement courses in French and German, available in England.) If you hold a joint honours degree in a modern language and another subject, check that your degree meets the PGCE course entry requirements.

People from overseas, who wish to teach their own or another language in Britain, may enter teacher training if they meet certain criteria, including English and maths GCSE at grades A*-C, or equivalent.

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Business Studies

Business studies is an increasingly popular subject. A lot of the work is active, project-based and investigative. Most business studies teaching is with pupils aged 14+, and much of it is with students in Years 12 and 13.

The teacher plans activities involving decision making and problem solving, often with the help of local companies. Students look at every aspect of business, from finding premises, employing staff and market research, through to production – not forgetting financial and legal matters. Exams and project work test students' ability with words, numbers and graphs and the interpretation of raw facts and figures. Pupils may be taking GCSE or AS /A2 levels in business studies or applied business. In England, some students take Diplomas in business, administration and finance.

A typical route would be to take a degree course in business studies, economics or a similar, relevant subject and then a PGCE course.

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Pay and prospects
For current pay rates for teachers in England and Wales please visit the Training and Development Agency's website: www.tda.gov.uk

Pay for teachers in Guernsey is generally negotiated on an annual basis. Teachers in Guernsey can generally earn more than their colleagues in England and Wales. Current salaries for teachers in Guernsey are available from the Education Department.

Besides promotion within your own subject area – for example, to head of department – experienced teachers can move into other specialisms after further training, such as personal, social, health and citizenship education, or teaching pupils with special needs. Most secondary teachers also have a tutorial role.

There are opportunities for promotion to head of year, head of lower or upper school, deputy head or headteacher. (N.B. To apply for your first headship role in England and Wales, you must now hold the National Professional Qualification for Headship. It is expected you will achieve this qualification prior to appointment as a headteacher in Guernsey.) Senior posts may include responsibilities for:

- discipline
- curriculum planning
- continuing professional development for you and your team
- timetabling and administration
- liaison with feeder primary schools, higher education institutions, local employers or training providers.

Job opportunities in teaching depend on the subjects you can offer and where you wish to work.

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For further information

Careers Service

Tel: (01481) 733044
Email: careers@education.gov.gg
Web: www.careers.gg

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Training and Development Agency for Schools (TDA)

Teaching information line:
0845 6000 991
(or 0845 6000 922 for Welsh speakers).
View careers and training information at:
www.tda.gov.uk

Graduate Teacher Training Registry (GTTR)

Tel: **0871 468 0469** (customer services).
You can also find additional information and apply online at: www.gttr.ac.uk

For information on degree courses leading to QTS, visit: www.ucas.com

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Some of the following organisations can provide careers information for would-be secondary school teachers. Others are aimed mainly at those already teaching, but their websites can provide some useful information on the issues involved in teaching their subject areas.

The Association for Science Education
Tel: **01707 283000**. www.ase.org.uk

CILT, The National Centre for Languages
Tel: **0845 612 5885**. www.cilt.org.uk

For profiles of language teachers, visit: www.languageswork.org.uk

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The Design and Technology Association
Tel: **01789 470007**.

Produces the booklet Design & Technology Connections – A Guide to Courses and Careers in Design and Technology, which includes teacher training courses.
www.data.org.uk

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National Society for Education in Art and Design

Tel: **01225 810134**. www.nsead.org

Association for Physical Education
Tel: **01905 855584**. www.afpe.org.uk

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The following resources may be available in careers libraries:

Working in Schools & Colleges
published by Babcock Lifeskills, £8.50.

See the Times Educational Supplement (Fridays) for an idea of vacancies.

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Teaching:
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Teaching: Secondary Schools

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Unlike teachers in primary schools, secondary school teachers are almost always specialists in one or two particular subjects. To gain Qualified Teacher Status (QTS), you need to take your studies to at least degree level.

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Teaching is a challenging job, but can be extremely rewarding. Besides knowing their own subject well, teachers need:

- to be able to pass their knowledge on to their pupils in a lively way to capture their attention and enthuse and inspire them
- good organisational skills
- excellent communication skills
- firmness and patience
- to be able to deal with a range of abilities.

Qualifying as a Teacher

To qualify as a secondary school teacher, there are a number of training routes, which are summarised below. For further information, refer to leaflet **Teaching: An Introduction to the Work and Training** in this series, contact the Careers Service or the Training and Development Agency for Schools (TDA) or see their website (listed under further information).

The most common way of training to be a secondary school teacher and gaining QTS is to take a first degree relevant to the subject you want to teach, followed by a one-year, full-time PGCE (this may be a Professional Graduate Certificate in Education or a Postgraduate Certificate in Education).

There are some part-time, flexible and distance-learning PGCE courses. However, it is also possible to study for a BEd or BA or BSc with QTS, specialising in your subject. For entry onto a degree course, A levels, or equivalent (such as a BTEC Level 3 National qualification), are generally required. There are also a number of employment-based training routes.

Applicants to secondary initial teacher training are expected to have GCSEs at grades A*-C in English and maths (or equivalent qualifications); some course providers can offer equivalence tests.

Teachers in independent schools do not need to have QTS, but some schools may prefer or require it.

The subjects that you can train to teach at secondary level are largely dictated by the National Curriculum: English, maths, science, ICT, physical education, citizenship, design and technology, history, geography, modern foreign languages, music, art and design, religious education and Welsh in Wales. There are also limited opportunities to train to teach subjects outside the National Curriculum, such as leisure and tourism, engineering and health and social care, which some schools offer as GCSEs, AS/A2 levels and, in England, Diplomas.

There are special courses for people who need to boost their subject knowledge – particularly in subjects where there are teacher shortages, such as maths, physics, chemistry and modern foreign languages. Contact the TDA for information.

The following paragraphs give a little information about some of the main secondary subject areas.

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Mathematics

Although maths is an important subject, there is a shortage of maths teachers. Those who do train to teach maths often have a wider choice of vacancies than teachers of other subjects. In order to attract more people into the profession, there are currently a number of financial incentives for those training to teach maths. As government funding and eligibility for funding is subject to change, check the most up-to-date information with the TDA, or its successor body. This arrangement is not applicable to teaching posts in Guernsey and Alderney.

Science

Science is a core subject in the curriculum, but there is also a shortage of science teachers, particularly those able to teach physics and chemistry. As for maths (see above), there are some enhanced financial incentives for those training to teach/already teaching science. This arrangement is not applicable to teaching posts in Guernsey and Alderney.

Science teachers normally need to be able to teach more than one science subject, as combined science (covering physics, biology and chemistry) is usually taught at Key Stage 3 (lower secondary) and, often, Key Stage 4 (GCSE level). There have been changes to GCSE science in recent years. There are now a number of possible study routes, including taking science (covering the three sciences), applied science and the three separate science subjects (i.e. biology, chemistry and physics).

Secondary science teaching takes an investigative, practical approach. Safe methods of working are important, as experiments using chemicals, heat and electricity are undertaken.

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English and Drama

In secondary schools, teaching English can mean getting a group of 11-year-olds to write stories in one period, and, in the next, teaching a small group for 'A' level English literature.

English teachers can be involved in a variety of disciplines and communication activities, besides the teaching of grammar and literature, by:

- teaching pupils to write suitable letters to employers
- developing pupils' oral skills through discussion and debate
- writing logbooks, diaries, summaries and so on.

Drama plays an important role in helping pupils to develop self-confidence and imagination; many schools offer drama at GCSE and the AS/A2 level in drama and theatre studies is growing in popularity.

There are various teacher training courses at specialist drama colleges, but you will need to gain QTS if you want to teach in a state school.

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Physical Education (PE)

Teaching PE in schools is based on building up skills and body management, growth and development. It is also a useful preparation for the use of leisure time in later life. Some pupils study PE up to GCSE, AS or A2 level; in England, there are Diplomas in sport and active leisure.

Schools can place a very high emphasis on PE, sport and team games, and posts are frequently advertised. Organising competitions (within the school or with other schools) can be an important part of the work. PE staff typically spend time on out-of-school activities, which often take place in the evenings and at weekends.

There are first degree courses in teaching PE and specialist PGCEs are available for people with degrees in PE or sport. Sports science or dance graduates may also be able to take a PGCE in PE. Depending on their degree course content, sports science graduates may be able to teach science as well as PE.

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Design and Technology

This involves designing and making products from all kinds of materials. Importance is placed on developing pupils' practical skills, problem solving through design and product evaluation.

Specialisms in design and technology in schools include food technology, resistant materials, product design, textiles technology, graphic products, systems and control, and electronic products. In England, there are also Diploma courses in manufacturing and product design. Some design and technology teachers are expected to teach more than one specialism.

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Art and Design

Art and design pupils in secondary schools are introduced to a wide range of techniques, which may include drawing and painting, sculpture, working in wood and metal, textiles, pottery, printing techniques and photography. Many pupils will be working towards GCSEs in art and design or AS/A2 levels in art and design or applied art and design.

It is possible to take a PGCE course in art and design after a degree in an art, craft or design discipline. In some cases, course providers will accept you if you have a degree in art history, architecture, or similar, but only if you can demonstrate your practical ability through a portfolio of art and design work. For entry to a degree course in art and design, many students first follow a one-year art and design foundation course.

Modern Foreign Languages

With more opportunities to work abroad, particularly within the European Union, modern foreign language skills are important. All secondary students learn a modern foreign language up to at least age 14, but taking it to GCSE level is not currently compulsory. However, various languages are available at GCSE (and sometimes as a GCSE short course), and at AS and A2 level.

French, Spanish and German are most commonly taught, however, community languages, such as Mandarin and Urdu, are increasingly offered by schools in England and Wales.

Language teaching includes the culture and politics of the country, but a thorough knowledge of the language, its grammar, structures and idioms, is vital. Although traditional whole-class teaching methods are still used, language teaching often also takes place within small groups or with individual students, perhaps using language laboratory facilities.

> Continued overleaf >