

School Direct Case Study 2014/15

First Name: Victoria

Age: 41-50

Occupation before School Direct:

I worked in qualitative market research. I conducted focus groups and depth interviews and presented back findings across a range of different subject areas including health, transport and education. Much of the work I conducted was to help inform Government campaigns, for example Change4Life and Stoptober.

I chose the School Direct route because: I liked the idea of being able to know which schools I would have my placement in. I also liked the idea that I would be able to spend more time in the classroom which I felt would be of strong benefit in my training.

My preferred choice of provider was RPTSA because:

The schools in the Alliance are all good and outstanding which reassured me that my placements would provide me with an opportunity to work with schools/teachers that are operating at a high standard. I felt that this would give me a role-model of outstanding practice to work towards as well as give me excellent support through my training year. I had also read that Richmond schools provide strong training for NQTs.

What have been the best aspects of School Direct so far?

- Knowing in advance what school I would spend my placement/enhancement in which helped me to pre-plan.
- Having the opportunity to spend time in schools prior to placement. This allowed me to be familiar with my class and school before I began teaching. This was beneficial in allowing me to feel more confident when my placement started.
- The supportive nature of the schools I have had my placement and enhancement in. The experienced class teachers have been really helpful in mentoring me and providing support in my development as a teacher. In addition the staff, in each school, have been extremely welcoming towards me and made me feel part of their team.

My teaching career plans and aspirations are: To develop and build on my teaching skills in my NQT year. Beyond this first year of teaching I hope to develop and grow within a school team and gradually take on more responsibility, for example as a subject leader, a Year Leader and then hopefully onto other senior roles within a school.