

PRE-COURSE INFORMATION AND TASKS: INITIAL TEACHER EDUCATION AT LJMU

The purpose of this booklet is to prepare you for the course and to ensure that you can enroll successfully. It is designed for successful applicants, with an offer for either a School-Led or a University-based primary or secondary programme with Liverpool John Moores University. Please ensure that you download and keep this document, as it contains essential information that you will need between your interview and completing your enrolment at the end of the summer.

“Leaders have worked with great care and attention in designing their ITE curriculum. They have thought carefully about how to embed the DfE’s core content framework into each of the primary-phase programmes. Leaders work closely and effectively with partner schools to decide what trainees should learn in the centre- and school-based training.”

“Trainees’ professional and subject-specific studies are clearly and purposefully interwoven at this partnership. For example, trainees get a secure grounding in generic pedagogy, as well as the subject-specific knowledge that they need to teach their subject well. Tutors and mentors help trainees to understand the connections between what they are learning and how to use and apply this knowledge in placement schools.”

(OFSTED report 2023)

Selection and Pre-enrolment for Initial Teacher Education at LJMU

A guide for your journey into teacher training with Liverpool John Moores University

Name:		
Phase:	Primary 3-7 / Primary 5-11 / Secondary 11-16 (circle as appropriate)	
Subject/route: (where appropriate)		
Programme:	LJMU Core ¹ / School-Led (fee paying) / School-Led (Salaried) (circle as appropriate)	
Lead Partner: (School-Led ONLY)		
Offer (Check Apply for details after interview)	Date:	
	Conditions:	

¹ 'Core' refers to the University-based Postgraduate Certificate in Education (PGCE) at Liverpool John Moores University (LJMU)

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Introduction

Congratulations on being successful at your interview for initial teacher education on a university-based or School-Led programme with Liverpool John Moores University. The purpose of this booklet is to help you to prepare for the start of the course. It is designed for successful applicants, with an offer for a School Led or University-based primary or secondary programme with Liverpool John Moores University. Please ensure that you keep this document, as it contains essential information that you will need between your interview and enrolment at the end of the summer.

Information for new students is regularly added to our partnership website. Please check it for information throughout the year. This will include course calendars once confirmed. Just visit <http://itt-placement.com/>

Choose your course from the drop-down menu and go to Section G.

Add any notes from your interview day.

Your LJMU Offer

You will access the outcome of your offer via DfE Apply. You will have received a Conditional Offer (this is standard given the requirement for all applicants to have a DBS check and Health screening questionnaire. Other conditions may apply. Please check carefully.

Conditions of offer

Conditions of offer are mandatory, you cannot begin the course or successfully enrol, until all conditions are met. **It is your responsibility to ensure conditions are completed by the date requested by our admissions team.** Responding promptly to requests will enable you to successfully register for, enrol on and start your initial teacher training programme. **Please check emails regularly. They will be sent to the address you registered on DfE Apply.**

Please note that we will expect all of your conditions to have been met by **no later than 1 week prior to the enrolment/course start date** (see below). Therefore, you must ensure that you put following dates in your diary/calendar, to enable a smooth enrolment onto your programme.

Programme	Action	Date
School Led²	Conditions deadline	See your conditions of offer on DfE Apply
	Enrolment completed Course starts (in school)	Friday 29 th August 2025 Monday 1 st September 2025
PGCE LJMU Core³	Conditions deadline	See your conditions of offer on DfE Apply
	Enrolment completed Course starts	Thursday 4 th September 2025 Monday 8 th September 2025

Failure to meet your conditions of offer will mean that you are unable to take up your place on the course including starting any school placement. If you are unable to evidence any conditions, you are advised to contact the LJMU Admissions Team as a matter of urgency, to discuss options

The contact details for the LJMU Admissions Team are:
applicantssupport@ljmu.ac.uk Tel: **0151 231 2777**

² Including Salaried School-Led.

³ Primary and Secondary.

The typical conditions of offer are:

1. Proof of GCSE certificates or equivalence needed
2. Proof of Degree certificate needed
3. 2 satisfactory references
4. Complete Enhanced DBS Check and clearance required – **please note that the DBS check can weeks or even longer to be process so please prioritise this as you will not be able to start the course without it**
5. Complete Medical Clearance (return Health questionnaire) and be confirmed as Fit to Teach by our Occupational Health Team
And sometimes:
6. School Experience (evidence ONLY needed if a **condition** of offer)
7. Subject Knowledge Enhancement (evidence needed if a **condition** of offer)

Details of these conditions are described below. Identify carefully which ones you need to complete and ensure you provide evidence where required.

1. GCSE Certificates

☐ Completion date: _____

All applicants for initial teacher training courses are required to provide proof that they have a GCSE Grade C/4 or above in English Language and Mathematics or **recognised** equivalent. Primary applicants are also required to have GCSE Grade C/4 or above in Science or **recognised** equivalent. On some programmes, applicants without the relevant GCSE when they are made an offer, may either enrol on a GCSE course or undertake a GCSE equivalence test, such as those offered by some higher education institutions or online providers, **but every applicant must have passed the qualification BEFORE the course starts and cannot enrol without it.**

The original GCSE certificates (or exam board certified statement of results from the examination board) are required as evidence in order to enrol on and commence the course. If you do not have one or more of your certificates (or a certified statement of results), it is your responsibility to apply for these from the relevant assessment organisation. **Statements from schools are not accepted. Applying for duplicate copies of certificates takes a minimum of 4 weeks** and should be actioned well in advance of your start date.

If your qualification is from overseas these must be translated to English if they are in any other language.

2. Degree Certificate

☐ Completion date: _____

All applicants for initial teacher training courses are required to provide a certificate as proof of the completion, and grade, of their undergraduate degree before enrolment. Degree classifications of 2.2 or above with honours, unless stated otherwise, are requirements for candidates enrolling on initial teacher training programmes with LJMU (other than Secondary Physics and Secondary Mathematics). If you have any queries about the eligibility of your degree, or you fail

to achieve at least a 2:2 you must contact an LJMU Admissions Team (contact details above).

If your qualification is from overseas an official transcript is also required and these must be translated to English if they are in any other language.

Please ensure that you bring your original certificates both GCSE and Degree to the university Induction week for checking.

3. References

☐ Completion date: _____

You'll need different kinds of references depending on your circumstances. If you:

- are still studying or graduated in the last 5 years, you'll need an academic reference
- already work in a school, you'll need a reference from your headteacher

You can give a character reference, such as from a mentor or someone you know through volunteering, as a second reference.

You should not ask a family member, partner or friend for a reference.

These should be uploaded via DfE Apply.

4. Enhanced DBS Check

☐ Completion date: _____

The successful completion of an enhanced Disclosure and Barring Service (DBS) check is a national requirement for initial teacher training courses in England. These will be undertaken via the LJMU Admissions Team. They will contact you with details. Further information on the DBS process can be found at: <https://www.ljmu.ac.uk/applicant-login/dbs>

Please note that DBS certificated issued by other institutions are not acceptable unless you are signed up to the DBS Update Service⁴ with the DBS to work with children. Please see guidance at: <https://www.ljmu.ac.uk/applicant-login/dbs>

All students (except those on a Salaried route) will receive an email outlining the DBS application process and it is essential that you complete it quickly, as per the instructions, or you will not be able to enrol on or start the course or any placements without a current enhanced DBS in place. Again, you are advised to give yourself plenty of time for this, **particularly if you have lived abroad and need proof from other countries that you have no criminal convictions or cautions.** Further guidance can be found at: <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

⁴ See <https://www.gov.uk/dbs-update-service>

Please note: Salaried trainees will need a DBS issued by their EMPLOYING schools, not by LJMU, but the DBS number and issue date has to be shared with us by your Employing School applicantssupport@ljmu.ac.uk

5. Medical Clearance

☐ Completion date: _____

All applicants for Qualified Teacher Status (QTS) programmes need to satisfy the national requirements for 'Fitness to Teach'.

The Medical Clearance questionnaire will be emailed to you and must be **honestly** completed and returned, as per instructions, prior to enrolment. If there are any health-related queries, our Occupational Health Team will contact you. **Failure to disclose a known medical condition on this form may be seen as a breach of the professional expectations of the Teachers' standards.** If you have any queries regarding about your Medical Clearance, please contact the LJMU Occupational Health Team by emailing OHAdmin@ljmu.ac.uk

If you have a registered disability, please contact our disability team disability@ljmu.ac.uk prior to enrolment. They will ensure that a support plan is put in place to meet your needs.

6. School Experience

☐ Completion date: _____

Additional school experience may **very occasionally** be a **condition** of offer, and specific requirements will be detailed on Apply with your offer. Common requirements for school experience are the number of days (typically 5 to 10 days) and the type of school setting. School experience is typically observation within your subject and/or phase but may also include supporting in lessons.

7. Subject Knowledge Enhancement

☐ Completion date: _____

Subject Knowledge Enhancements (SKE) can be funded by the Department for Education and are designed as booster courses for candidates who require support developing their subject knowledge for teaching. SKEs are sometimes available in shortage subjects and range in length from 8 to 28 weeks. A variety of SKE providers are available for candidates to choose from, including online and face-to-face options. The national SKE directory is available at:

<https://www.gov.uk/government/publications/subject-knowledge-enhancement-course-directory>

If SKE is specifically stated as a condition of offer on DfE Apply it is your responsibility to find and enrol on an appropriate course, as outlined in your offer. Once completed, you will be required to provide evidence that you have undertaken the SKE course.

General Information

Please ensure that your details on DfE Apply are updated and kept up to date until you have enrolled, including your, **email, phone number and address**.

Enrolment and programme start dates

All candidates are required to attend their course from the induction period to the end of the programme. Please note that initial teacher training courses with LJMU are full time professional programmes. Trainees should not book holidays and/or travel without checking term dates and the calendar for placements and training, School term dates vary so trainees should not book holidays before they are advised of their school placement and have checked holiday dates.

School-Led students will complete on-line enrolment and commence their programme by Friday 29th August 2025. School-Led school placements will normally begin from Monday 1st September 2025, but term dates vary. Please contact your Lead Partner to confirm arrangements.

University-recruited students will complete enrolment by Thursday 4th September 2025 and commence their programmes on Monday 8th September.

All School-Led students will attend LJMU from Monday 8th September for an induction week. Salaried students please contact your lead school to find out which day you are expected to attend LJMU.

University programmes finish on June 30th at the latest. Some School-Led partnerships may require students to remain in schools until the end of the school year⁵. School-Led students should clarify this with their Lead Partner.

Attendance on placement and training days are a requirement and you must let us and/or your lead school know, as a matter of priority, if you have prior commitments arranged **before your interview** which cannot be changed. This may impact your ability to start the course.

Target setting and preparing for the course

General preparation tasks for **all** students are included in this document (see page 13 onwards).

Withdrawing from your offer

We understand that personal circumstances may change, and some candidates may need to withdraw from their offer. If you choose to do this, please let us know as soon as possible to enable us to offer your place to other applicants.

⁵ Salaried School-Led students are employed by the school and complete the full school year on the course, up to the summer break.

Funding and Bursaries

There are three types of funding available for teacher training - depending on your circumstances, you could receive all three:

- Tax-free bursary or scholarship (in limited subject areas)
- Tuition Fee Loan and/or Maintenance Loan
- Additional financial support if you're a parent or have a disability

Details on bursary or scholarship eligibility can be found on the Department for Education's 'Get into Teaching' website at:

<https://getintoteaching.education.gov.uk/funding-my-teacher-training/bursaries-and-scholarships-for-teacher-training>

Bursary and Scholarship payments are normally in **10 equal monthly payments** (depending on your eligibility). Payments are normally made on the **first Friday of the month** commencing in October or November, through to July, whilst training.

You will receive an email, **following your enrolment**, confirming bursary amounts, to reflect your entitlement, as indicated at the link above. This information will be sent to your LJMU email address once you are fully enrolled and in attendance at the University.

Student Loans

Student loans can be applied for through Student Loans Company via

<https://www.slc.co.uk/>.

Salaried School-Led

Funding for Salaried School-Led students is arranged and agreed with employing schools. Salaried students are not entitled to loans or bursaries as they will receive a salary from their employing school during their training. **Salaried students MUST obtain a Sponsorship letter from their employing schools, which confirms that the school is responsible for paying the PGCE fees. This must be on School Headed paper, signed by the Head Teacher of the employing school** and submitted to LJMU as part of your enrolment process when you are asked how you are paying your fees. Any queries in relation to this, please contact the Student Registration team on 0151 231 3289 or by emailing studentregistration@ljmu.ac.uk

Guidance on Fees, Funding and Finance

Please contact the LJMU Money Advice Team on 0151 231 3153/3154 or by emailing moneyadvice@ljmu.ac.uk if you have any queries in relation to fees, funding or finance for your PGCE course.

Timeline

It is your responsibility to ensure that you have met your conditions for enrolment and are prepared to commence your course. Therefore, you must check for emails with required actions from the LJMU Admissions Team. The table below outlines the typical timeline.

Month	Action	Received	Actioned
From April onwards	Email from LJMU with the <i>Medical Clearance questionnaire</i> to complete.		
May onwards	Email from dbs@ljmu.disclosures.co.uk with application details for you to complete your <i>Enhanced DBS check (ALL routes except Salaried)</i> . <i>This is paid for by LJMU. You should respond quickly. If you are part of the Update Service and you haven't already informed LJMU please do this now.</i>		
July – August	Offers updated to <i>unconditional in Apply</i> , once all conditions are met and evidence received. Email from LJMU with instructions for how to complete enrolment online in August once you have met your conditions.		
29 th August	Final online enrolment date for School-Led routes. Start school on September 1st.		
4 th September	Final online enrolment date for LJMU-based routes. Start date for LJMU PGCE routes Monday 8 th September 2025 Induction week for ALL students takes place at LJMU. Salaried – Thursday 11 th and Friday 12 th only.		
September	Email from LJMU with information on <i>bursary payments</i> , for those eligible, following completion of enrolment onto the course and once your start date has passed . This will be sent to your LJMU email address.		

Key LJMU Contacts

Admissions queries

- 0151 231 2777
- applicantssupport@ljmu.ac.uk

Enrolment queries

- 0151 231 3289
- studentregistration@ljmu.ac.uk

Money Advice (Fees, Funding and Finance) queries

- 0151 231 3153
- moneyadvice@ljmu.ac.uk

Accommodation queries

- 0151 231 4166
- accommodation@ljmu.ac.uk

Connect with us

There are a few different ways you can connect with LJMU and chat with current students via Unibuddy. Further information can be found [here](#).

Pre-course Tasks

The following tasks are designed to ensure that you start your course fully prepared. Please follow the action plan below. **See the reference page for links to documents.**

1 The Curriculum

Read the statutory curricular framework(s) for the relevant key stages (see below).

Primary 3-7: read the Early Years and Foundation Stage statutory framework (DfE, 2014a) and the programme of study for key stage 1 (DfE, 2014b).

Primary 5-11: read the programmes of study for key stage 1 and 2 (DfE, 2014b).

Secondary 11-16: read the programme of study for key stage 3 (DfE, 2014b)⁶ and the GCSE and A Level Subject Content (DfE, 2014c) in your subject.

Task 1.1

Make notes on the curriculum requirements for learners in different key stages.
(continue on notes pages or separately, if required)

⁶ Non-national curriculum subject specialist should review the relevant aspects of: the English programme of study for **drama** and **media**; physical education for **dance**; geography and/or history for **sociology**; and for **religious education**, the DfE guidance to schools (DfE, 2010).

Task 1.2

Reflect on the implications of the curriculum for your subject knowledge for teaching. Set yourself some initial goals in order to develop your subject knowledge in key areas (continue on next page and notes pages, if required)



2 Transition

Read the statutory curricular framework(s) for the key stages preceding the phase that you intend to train to teach (see below).

Primary 3-7: read the expectations for children from Birth – age 3 (DfE, 2014a).

Primary 5-11: read the Early Years and Foundation Stage statutory framework (DfE, 2014a)

Secondary 11-16: read programme of study for key stage 2 in your subject (DfE, 2014b)

Task 2.

Make notes on the curriculum in the key stage preceding your chosen age. What should children joining you be expected to know and be able to do? (continue on notes pages, if required)

3 The Initial Teacher Training Early Career Framework (ITTECF)

Download and read the ITTECF (2024)

Task 3

This document (see link on p.22) will underpin the curriculum you will experience at LJMU and at school. It is referenced to the Teachers' Standards (which will be your end point assessment for Qualified Teacher Status). Identify which sections you think will be the most challenging for you and undertake some key reading (references are listed at the end of each section). Make notes here:

4 Education Policy

Download and read the following education policy documents, and **list the key messages, and any implications for your development as a teacher.**

Task 4.1

Improving behaviour in schools: guidance report (2018: Education Endowment Foundation)

Task 4.2

What makes great teaching report (2014) Sutton Trust.

<https://www.suttontrust.com/our-research/great-teaching/>

Task 4.3

Principles of Instruction: Research-based strategies that all teachers should know. <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Task 4.4

Join the Chartered College of Teaching and explore the materials available. This is FREE at <https://chartered.college/>

Recommended Reading

The following books/chapters are also *suggested* for the primary and secondary phases.

Primary 3-7 and Primary 5-11

Essential:

Bearne, Eve., and Reedy, David., (2017) *Teaching Primary English*. Oxford: Routledge

Killen, P. and Hindhaugh, S. (2018). *How Big is a Big Number? – Learning to Teach Mathematics in the Primary School*. London: Learning Matters.

Recommended:

Waugh, D. (2016). *Teaching Grammar, Punctuation and Spelling in Primary Schools (Transforming Primary QTS Series)*. London: Learning Matters.

Reedy, David and Bearne, Eve (2020) *Teaching grammar effectively in primary schools* UKLA

Also <https://www.ncetm.org.uk/> (for Mathematics)

<https://clpe.org.uk/> (for English)

Secondary

Pollard, A. (2014) *Readings for reflective teaching in schools*. London: Bloomsbury.

Petty, G (2014). *Teaching Today: a practical guide* (5th Edition). Cheltenham, UK: Nelson Thornes Ltd.

Dix, P. (2017). *When the Adults Change, Everything Changes: Seismic shifts in school behaviour*. Carmarthen, UK: Independent Thinking Press

Also find your SUBJECT Association: <https://www.subjectassociations.org.uk/>

Note: reading lists will be provide for all your modules when you register; and copies will be available in our Libraries for you to loan, once you have enrolled.

Useful Websites

CCT (2018). *Chartered College* [website]. Accessed at <https://chartered.college/>

LJMU Placements [website]. Accessed at <http://www.itt-placement.com/>

NASUWT (2018). *NASUWT: The Teachers' Union* [website]. Accessed at <https://www.nasuwt.org.uk/>

NEU (2018). *National Education Union* [website]. Accessed at <https://neu.org.uk/>

TRA (2018). *Teaching Regulation Agency* [website]. Accessed at <https://teacherservices.education.gov.uk/>

TES (2018). *Times Educational Supplement* [online magazine]. Accessed at <https://www.tes.com/>

Links

Initial Teacher Training Early Career Framework (ITTECF) from:

<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>

DfE (2014a). *Early years foundation stage statutory framework (EYFS)* [policy document]. Retrieved from <https://www.gov.uk/early-years-foundation-stage>

DfE (2014b). *The national curriculum* [policy document]. Retrieved from <https://www.gov.uk/national-curriculum>

DfE (2014c). *GCSE subject content: documents for schools about GCSE content* [policy document]. Retrieved from <https://www.gov.uk/government/collections/gcse-subject-content>

DfE (2014d). *GCE AS and A level subject content: documents for schools about GCE AS and A level subject content for teaching from 2015, 2016, 2017 and 2018* [policy document]. Retrieved from <https://www.gov.uk/government/collections/gce-as-and-a-level-subject-content>

DfE (2011a). *Teachers' Standards: guidance for school leaders, school staff and governing bodies* [policy document]. Retrieved from <https://www.gov.uk/government/publications/teachers-standards>

DfE (2010). *Religious education in English schools: guidance to support the provision of high-quality religious education (RE) in local-authority-maintained schools* [policy document]. Retrieved from <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

Improving behaviour in schools: guidance report Education Endowment Foundation (2018) <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

