

School Of Education BA (Hons) Primary Education with QTS Open Day Presentation

13th and 14th June 2025

Speakers: Dave Wallace & Anita Boyd
Admissions tutors

david.wallace@durham.ac.uk

anita.m.boyd@durham.ac.uk



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Please Note

The information included in this presentation is correct at the time of the Open Day but may change slightly before the 2026-27 academic year.



A warm welcome from our Head of School

There has never been a more important time to consider being a teacher. The world is changing so fast and we are confronted with new and increasingly complex challenges all the time. The teachers of the future will be instrumental in helping our next generation of learners navigate this fast paced and changing world supporting, not only their academic development but their well-being and holistic development.

A career in teaching is a chance to be part of young people's lives and to help shape the leaders of the future. Here in Durham we very much see education as the solution to so many of the world's difficulties and believe that in supporting your development as future teachers we will equip you to be part of that solution too.

We believe in education as a source of equity and opportunity and through it we can provide so many young people with a chance to thrive irrespective of their individual circumstances or backgrounds.

Professor Julie Rattray
Head of School

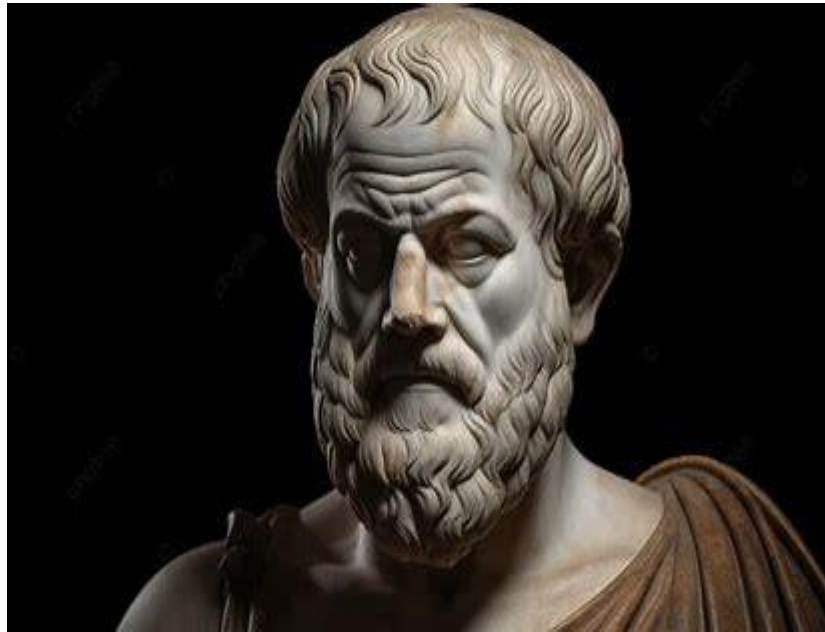


Teaching

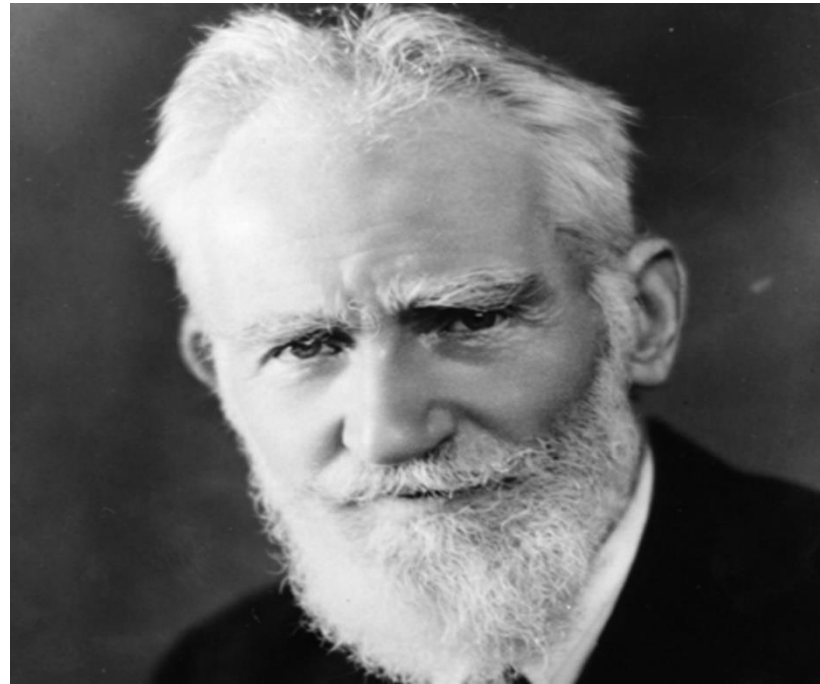
‘Teaching is an ancient respected profession’

‘Teaching is the highest form of understanding’

Aristotle 384-322 B.C.E.



**‘Those who can do, those who
can’t teach!’**



George Bernard Shaw. 1856-1950

**“Those that can, do.
Those that understand, teach”**



Aristotle 384-322 B.C.E.

Why Teach? It is NOT just about holidays and pay...

IT IS

Hard work

Never dull

Intellectually challenging

Physically and emotionally demanding

BUT IT IS ALSO

Rewarding and fulfilling

Well paid

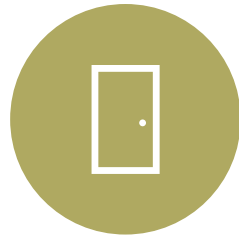
Excellent career prospects



Why teach?



TO INSPIRE



TO OPEN DOORS



TO MOTIVATE



TO REALISE
POTENTIAL



TO GIVE
SOMETHING BACK

What qualities do you think makes a good teacher?

Think of your best teacher...



Think of your worst...



Why you might consider choosing Durham University School of Education



Programme Highlights

High-quality, research-informed and inclusive teaching and learning experience that ensures trainees are well prepared to meet the varied and diverse needs of pupils.

ITTECF fully integrated plus opportunities for additional critique and reflection about theory, research and expert practice.

Co-constructed curriculum underpinned by a strong partnership.

Strong emphasis on trainee wellbeing and support.

Programme development supported by clear cycles of integrated reflection and improvement.

Recent research projects include;

Recent research projects include;

-

Why Durham?

- A small but beautiful city
- Bill Bryson, author and former University Chancellor;

‘If you haven’t been to Durham, go there at once. Take my car! It’s wonderful!’



Rankings and Reputation

Highly Regarded:

- Locally
- Nationally
- Internationally

Current Rankings:

- 1st for Education The Times and Sunday Times Good University Guide 2025
- 6th for Education The Guardian University Guide 2025
- 7th for Education The Complete University Guide 2025
- **Top 100** QS World University



Durham University and Newcastle University are working together in partnership to support the delivery of Initial Teacher Training (ITT) in the North East of England, opening up exciting opportunities for the future training of teachers in the region.



About Our Programme

- The BA (Honours) Primary Education (QTS) is a three-year degree programme which is carefully designed to develop critically aware, research-informed, thoughtful and skilled teachers.
- The programme combines a three-year academic undergraduate BA (Hons) component awarded by Durham University and a professional component (120 days minimum school experience) towards Qualified Teacher Status (QTS) accredited by Newcastle University and awarded by the Department for Education.

Typical Cohort Demographics

since 2021-22

Numbers vary for a variety of reasons

- **Size:** cohorts have varied in size from 41-74
- **Domicile:** the majority are English with approximately 50% local to the region
- **Education:** the majority are state school educated
- **Age:** the majority are aged 18-25
- **Gender:** cohorts have averaged out at 91% female and 9% male
- **Ethnicity:** cohorts have averaged out at 5% BME
- **Disability:** cohorts have averaged out at 17% with a declared disability

Graduate Outcomes

Year	Completion Rate (Institution)	Completion Rate (National)
2022	85.9%	79.88%
2023	82.8%	79.57%
2024	100%	Not available yet

Completion rates for Year 3 QTS trainees have consistently exceeded national averages over the past three years

No significant disparities observed across identified student groups

Student Voice

- National Student Survey
- Student life
- Interview experience
- Success stories



Strengths

- Staff make the subject engaging
- Clear marking criteria
- Fair marking and assessment
- Demonstrate what you have learned
- Feedback helps improve work
- IT resources/facilities supported learning
- Student feedback acted on



One of many success stories

My primary teaching career started back in 2017 when I studied a BA in Primary Education with QTS at Durham University. This program was instrumental in equipping me with the tools and skills to become a reflective practitioner and step into the ever-changing world of education.

The rigorous academic environment at Durham university equipped me with a deep understanding of my subject matter, providing a solid foundation for effective teaching and learning.

Engaging with renowned professors and fellow students allowed me to broaden my perspectives and refine my pedagogical approaches, through reflective practice and researched based teaching.

The university's emphasis on research-driven learning instilled in me a commitment to staying current in my field. This has translated into dynamic and up-to-date lessons, enriching my students' learning experiences. Furthermore, the diverse and inclusive community at Durham fostered cultural competency, enabling me to connect with students from various backgrounds.



Mark Goodwin
Graduated 2020

Mark Goodwin Continued

Participating in the program's various workshops and seminars, honed my communication and leadership skills. These qualities have proven invaluable in managing classrooms and collaborating with colleagues. These are skills that I was able to put into practise during different teaching placements within the outstanding partnership schools that the university has carefully cultivated.

These experiences were extremely valuable, not only did they allow me to put theory into practise and develop as a teacher, but they also allowed me to create professional relationships with other teachers, sharing ideas within a community and enabling us to provide a quality education for our students.

My time at Durham has played a crucial part in shaping myself into the teacher that I am today. Since graduating I have gone on to become a primary school teacher, gaining experience in schools in the Northeast, inner London Istanbul, Turkiye and now back in London .



And another... Harriet Lowes 2018-21

What do you do now? I have recently secured a role as a year six teacher in a primary school in Tyne and Wear starting in September. I am really looking forward to beginning my teaching journey and having my own class!



What is your favourite memory at Durham? I have a lot of fond memories of my time at Durham University, but I have to say ***one of my favourite memories is meeting some of my now closest friends who are also now fellow teachers.*** The experience, advice and support were able to share with each other has been invaluable as were all at the same point in our teaching journey. Some of my other favourite memories include many of the smaller group seminars we had where we were able to have a go at the activities, we could use to teach the children it was always good fun to experience it as the child as appose to the teacher and lets you look at the task from their perspective.

Harriet Lowes Continued

How did Durham prepare you? During my 3 years at Durham, I was lucky enough to be surrounded by supportive mentors, teachers, tutors and lecturers. Throughout my time at Durham, I have received a lot of support when needed including additional to the support gained through the teaching on the programme. Each module and teaching practice has made me feel ready to teach my own class to a high standard in September. ***I have never felt under prepared for a placement in school and that is credit to the teaching and preparation that Durham offer. Even whilst on placement a quick email to a member of the university staff if you're struggling and the support is there for you, whether that's lesson planning, ideas for teaching or personal issues.***



Harriet Lowes Continued

Describe your journey into teaching I always wanted to be a teacher but always thought it would be teaching secondary school PE. After I left college I got a full time job at a creative arts company who went into schools to cover PPA, run afterschool clubs and delivered CPD sessions for teachers in music, art, drama, sport and ICT. It was through this experience of teaching in primary schools that confirmed to me it wasn't secondary school PE I wanted to teach and was in fact primary school. I then applied to Durham to begin my teaching journey to become a qualified primary school teacher. Although a big decision leaving a full time secure job to become a mature student I honestly do not regret it one bit and would do it again in a heartbeat. ***The support of Durham being a mature student has been invaluable and has helped shaped me into the person and teacher I am today.***



“For me the best parts of the year were the school placements It is incomprehensible how much you learn in schools. I was fortunate that each of my placements have been with a different year group, and I have learnt so much from each one.”

Callum Adamson

BA Primary Education with QTS 2019 to 2022

Where am I now? I am currently a primary early careers teacher working at Lanchester EP in County Durham. This was my placement school during my third year at Durham University and when a role became available, I applied and was successful in my application.

How did the BA programme prepare me for my teaching? Throughout my three years as a BA primary education undergraduate student, I was exposed to a wide range of teachings and teaching content that had fully prepared me academically for my first teaching post. I was supported through placements and applications by numerous teaching practitioners within the university who were accessible via email and in person for frequent questioning. Having become the course representative for my cohort, I was central for creating a sharing platform for those within my year to exchange teaching tips and information throughout the course. This is something I would definitely recommend to those new on the course.

What were my wider experiences of Durham? Even though I did not live in my college due to me being a local student anyway, ***I fully immersed myself in my college sport and social life. I was a member of the Trevelyan men's football team and gained the captaincy in my final year, guiding the team to its first ever floodlit final. In addition to this, I volunteered in local schools around the area to further develop my skills as a teacher. Especially as a result of Covid, this has helped develop my confidence and has made me the teacher I am today.***



Emily Gallagher, BA 2020-23

What do you do now?

I am going to be starting my first year as an ECT at St Hild's C of E Primary School in September as a Year 2 teacher.

How did Durham prepare you?

Durham gave me the knowledge and preparation to be able to grow as a teacher and understand what is essential for this role. Certain members of staff were also extremely helpful in preparing me for writing applications and preparing me for teaching interviews.

Your favourite Durham memory?

My favourite Durham memory was my graduation day and being able to celebrate my achievements along with all of my fellow peers and congratulate all of our successes over the last 3 years and wishing each other good luck for our teaching careers ahead of us.



Saskia McCarthy, 2021-2024

What do you do now?

Upon completing my BA in Primary education with QTS course I will now be a Year 3 classroom teacher in a small local junior school.

How did Durham prepare you?

Durham has given me not only the core understanding of teaching and how pupils learn but also additional experiences which have enhanced my teaching. Over the course of the three years, we had lectures (some with guest speakers), seminars and placements that prepared us for teaching. The teaching in both university and placement schools were interconnected with one another allowing me to feel secure in what I had learnt and how I can best apply what I learnt to the classroom.



My favourite memories at Durham have been going on all of the different trips with my course and getting to visit local museums. My favourite trip was to Beamish Museum where we got to go on an enquiry and interview different cast members to investigate what happened to a boy in the mine (and getting to visit the Victorian sweet shop after)!

In addition to this over the three years I also had extra opportunities to further my knowledge such as volunteering for the course on open days and post offer visit days, visiting Durham Learning Resource Centre, Beamish Museum as well as having the chance to take part in CPD (continued professional development) including a science conference in York and an adaptive teaching conference here, in Durham. ***Overall, I am so grateful for the additional experiences the teaching team at Durham worked to put together and believe it has made me a more confident teacher and person!***



Ellie Joyce, 2022-2025

What do you do now?

I have secured a teaching job in year 1 at Kingsley Primary School Hartlepool. **This was my second year placement and I thoroughly enjoyed it.** I am currently finishing the last few weeks of placement before I graduate on 4th July.

How did Durham prepare you?

Durham prepared me by giving me a deep understanding of primary education, the exploration of teaching methodologies, research based practices whilst offering various teaching placements as well as supporting how to be a reflective practitioner.

Your favourite Durham memory?

The college balls where I could dance and have fun with my friends.

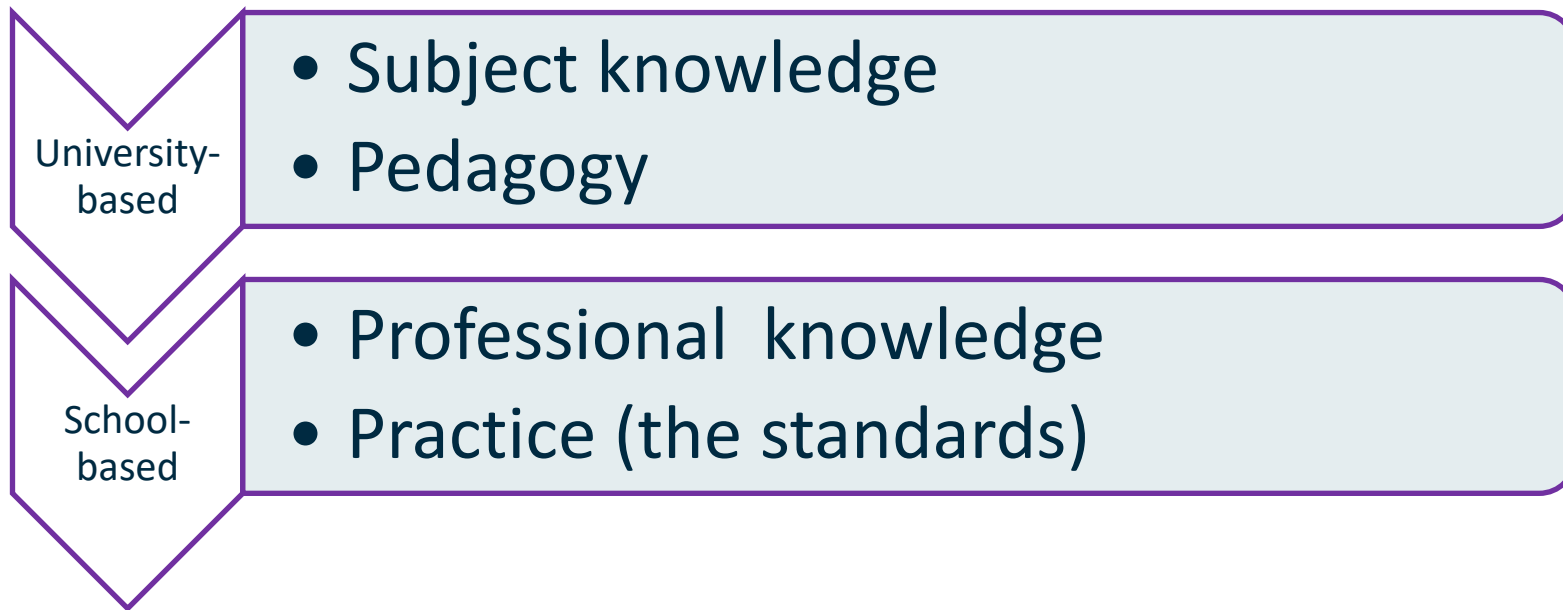


Student Life

- **Lectures** – large group, content delivery, pedagogy and theory
- **Seminars** - discussion opportunities, debates, small groups, question time
- **Independent study time** – libraries, cafes, campus
- **Formative and summative assignments** – essays, videos, posters portfolios, group presentation
- **Societies** – sports, music, drama
- **College events** – balls, formals, BOPs, soirees
- **Placement** – serial days and block weeks

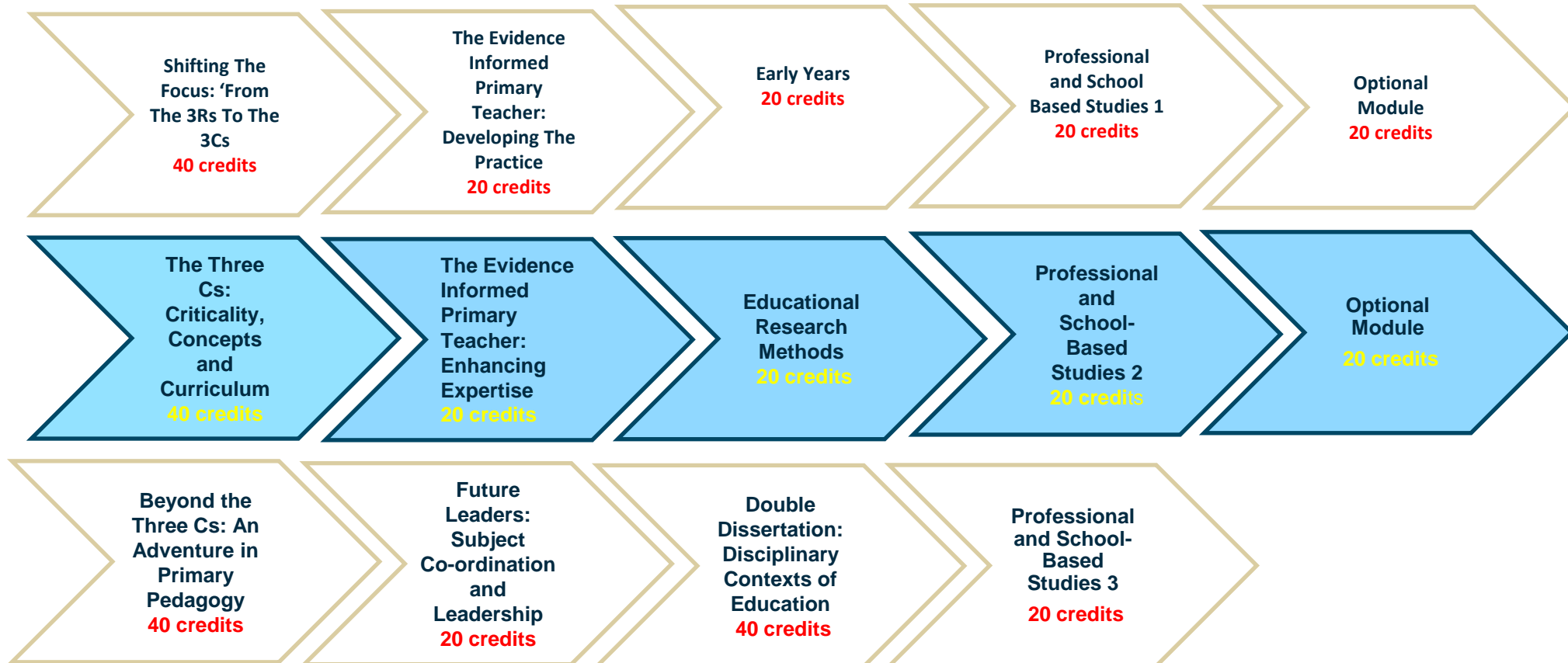


Overview of the BA Primary Education Programme

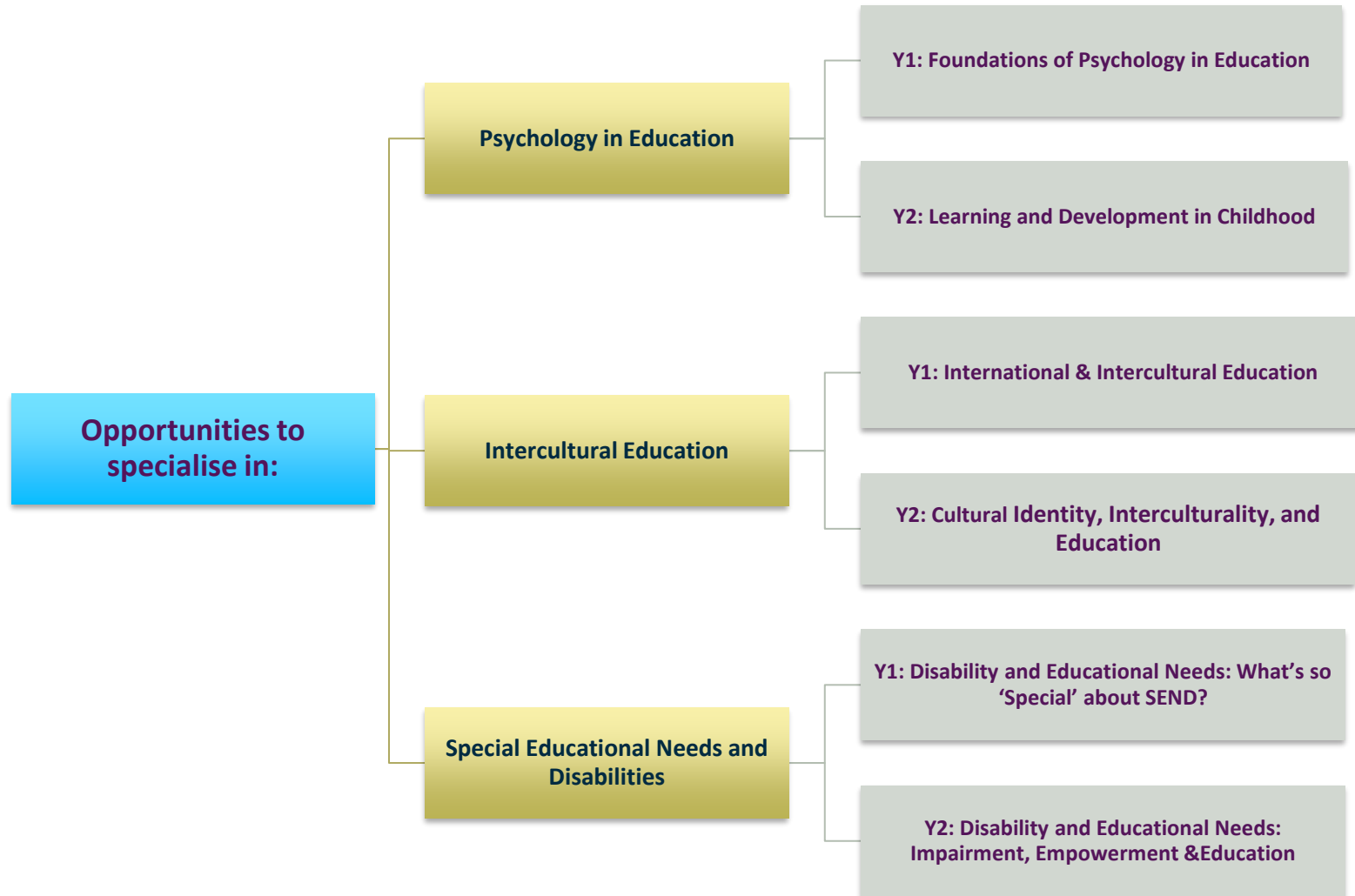


Programme Structure 2024-25

please note this is accurate for this academic year but may change slightly for 2025-26



Optional Modules



What you will learn...

The ITTECF (initial Teacher Training and Early Career Framework)

You will ‘ **Learn that...**’ and ‘ **Learn how to...**’ in each of 5 strands;

- Behaviour Management (Teachers’ Standards 1 and 7)
- Pedagogy (TS 2, 4 and 5)
- Curriculum (TS 3)
- Assessment (TS 6)
- Professional Behaviours (TS 8 and Part 2) plus statutory requirements including safeguarding and Equality



How you will learn...

- Teaching is a mix of lectures, seminars and workshops in university
- You will experience enrichment sessions off-site
- In addition, there will be self-directed study sessions
- In school you will take part in seminars led by school staff
- Attendance and engagement are expected



Enrichment Days

Here at Durham University School of Education we use our vibrant, rich and historical local environment as a teaching tool to prepare you to organise and teach safe, exciting and adventurous educational visits for the children in your care. This makes for memorable learning!

Examples include;

- Durham Cathedral
- Beamish Museum
- Local places of worship
- The Story
- Locomotion



Assessments

BA Degree

- Assignments in each year- varies across modules e.g. essays, posters, portfolios, presentations
- Dissertation in year 3

Qualified Teacher Status (QTS)

- School experience days- a minimum number to be successfully undertaken
- School based professional activities
- Attendance and participation in professional modules



Assessment for QTS

Five strands of the ITTECF curriculum

Strand 1	Establishing an appropriate environment for learning: High Expectations and Managing Behaviour
Strand 2	Supporting pupils to learn effectively: How Pupils Learn, Classroom Practice and Adaptive Teaching
Strand 3	Understanding what to teach: Subject and curriculum knowledge
Strand 4	Monitoring the learning and progress of pupils: Assessment
Strand 5	Building a professional identity: Professional behaviours

To achieve QTS by end of the degree course

Trainee teachers are assessed across **four PHASES:**

- Phase 1 Novice to Advanced Beginner
- **Phase 2 Securing Advanced Beginner**
- Phase 3 Advance Beginner to Competent
- Phase 4 Competent to Proficient



Support during your degree and beyond

We are committed to support you during your course and throughout your first 2 years of teaching and beyond.

- Our course at Durham has been created to mirror the DfE entitlement of the Initial Teacher Training and Early Career teacher Framework(ITTECF) for trainee teachers
- This prepares you well for the next steps as an Early Career Teacher (ECT)



Support

Departmental and school

- Academic
- Pastoral
- Professional
- Employment

University

- Specialist
- Colleges



Collegiate System



George Stephenson



University



St. Chad's



Josephine Butler



Grey



John Snow



St. Mary's



Collingwood



Hatfield



Van Mildert



Ustinov



Trevelyan



St. Aidan's



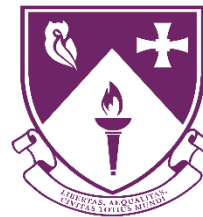
St. John's



St. Hild and Bede



St. Cuthbert Society



South College

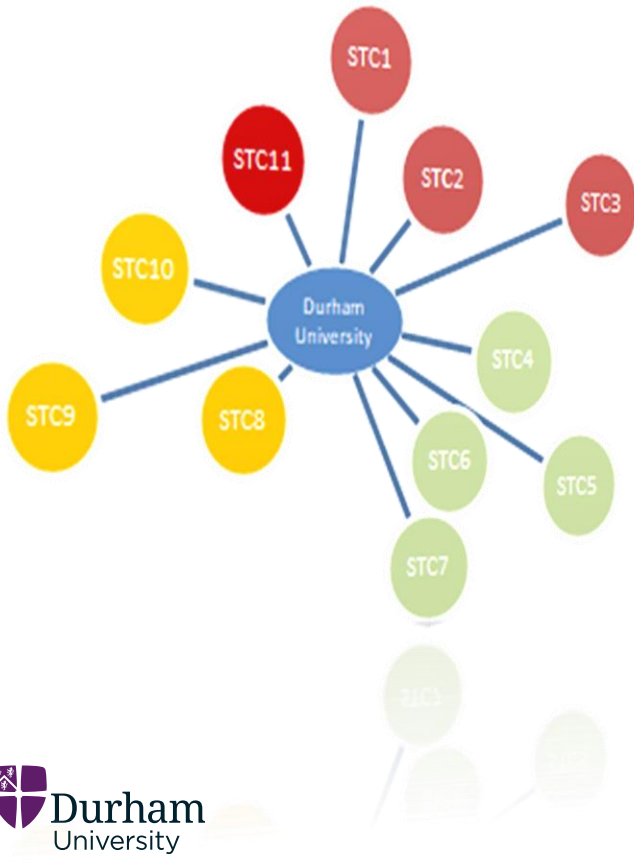
College Allocation

- Soon after receiving a departmental offer, you will be able to rank three colleges in order of preference.
- You will also be able to indicate, as an additional option, whether you would prefer a catered or self-catered college.
- We try to meet applicants' preferences wherever possible but cannot guarantee this.
- College allocations are preliminary, and in some exceptional circumstances we may need to reallocate some applicants later. Details of why this may happen and how it would be done are available on the following [web page](#).

Partnership



Partnership and Reach



43 Schools



6 Local Authorities



Partnership central to the strength and quality of provision

The structure of our Partnership

Two Lead Network Schools:

St John Vianney, Hartlepool

Peterlee Partnership, Wingate and Hesleden

We work in partnership with

- **Network Schools** to arrange ITAP days in schools and placements
- Network schools overseen by '**Professional Tutors**'
- On placement, student teachers overseen by '**General Mentors**'
- Trainee teachers allocated to a '**University Learning Tutor**'
- '**Lead Mentor**' for every 25 trainees. Our lead mentors will include both school and university colleagues.

School Experiences

- They increase each year in:
- Duration
- Intensity
- Expectation

A mix of:

- Serial and Intensive placement days
- ITAPs
- Placements

You are supported each step of the way



Serial days (year 1) give you an opportunity to:

- gain school experience alongside a trained mentor
- get to know the systems and procedures in your school
- understand the children and their needs
- find out about resources
- teach your first lessons!

Intensive Placement days (year 2) give you an opportunity to:

- focus on an in-depth look at specific key elements of school practice to blend University teaching with school practice



School placements 2025-26

please note this is accurate for this academic year but may change for 2026-27

➤ **Year 1 – paired and formative**

weekly serial days in term 1 and 2

five week teaching placement in EYFS in term 3 about 50% teaching

➤ **Year 2 - solo and assessed**

weekly intensive placement days in Term 2 and 3

four week intensive placement in term 2-3 about 50-60% teaching

six week teaching placement in KS1 or KS2. in term 3 about 60-70% teaching

➤ **Year 3 – solo and assessed**

teaching ten week placement in KS1 or KS2 in term 1 about 70-80% teaching

six week 'wider professional responsibilities placement' in term 3

School Placement

Placements will enable you to

- Observe
- Support
- Plan
- Teach
- Assess
- Complete Pebblepad tasks and activities

Pebble Pad is used to record placement activities

- Weekly observations
- Weekly mentor meeting
- Targets for development
- Weekly university feedback
- Weekly training plans

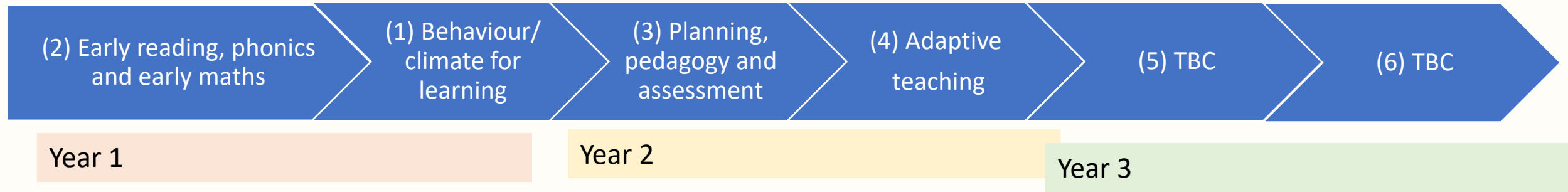


ITAPs

ITAPs are Intensive Training and Practice (ITAPs) :

Each ITAP is a balance of school -based teaching and university based teaching reflecting our curriculum model of 'joined up thinking' between school based and university based learning enabling you to learn theory, observe the theory in practice and reflect upon your learning





Teaching cycle:

University-based learning: New & build knowledge

School- based learning: Learning into practice

University-based learning: Review and reflect



What does this mean for you?



You will need to travel to your placement school



You need to arrange your own transport



The good news is that students pay the first amount and then we cover the rest

If you apply

- Your application will be screened by the Admissions team to assess whether or not you meet the required standard, ie;
 - Grades
 - Personal statement indicates suitability for the course, transferrable skills
 - Supportive reference
- If the answer is yes, you will be recommended for an interview

Entry Requirements

Grade 4 or better in English, Maths and a National Curriculum Science subject (not including psychology or sociology)

EPQ (extended project qualification), AS levels and/or T levels may also be considered

Standard offer 128 UCAS points
Contextual offer 112 UCAS points



What are we looking for in an application?

- Prior or predicted achievement
- Transferrable skills
- Suitability for the course
- A well written personal statement
- A supportive reference
- Your personal context
- **POTENTIAL**

Supporting Statement

You must address each of the following;

Why you want to study this course or subject

How your qualifications and studies have helped you to prepare for this course or subject

What else you have done to prepare outside of education, and why these experiences are helpful

Note each section has a minimum character count (350) and the overall statement has a maximum character count (4000)

Interview Process

Conducted by two members of our School of Education team who have not seen your application

You will engage in a professional discussion

There are NO trick questions!

Looking for your **potential** to be our teachers of the future



My Interview Experience

During my university application process I completed five interviews. Of these interviews, Durham stood out as the best of them all. While in other interviews I took part in hours of group tasks and basic core subject tests, *Durham's interview offered me useful and engaging tasks that I enjoyed preparing as well as being a personable experience with lovely lectures and amazing teachers in the field.* Overall, I came away knowing that those interviewing me were not trying to catch me out or find reasons not to give me a place, they were trying to get the best out of me, getting to know me as a person, not just treating me as one of the many people they would see that day. After having such a positive experience, my drive to attend Durham University grew as I craved the positive environment I felt the education team could provide and now I can safely say that I was right!



Lara Walters
2021-2024

Emily Parker, graduated July 2024 my interview experience

I had an excellent experience in my interview for Durham; they made me feel at ease right from the beginning. **I left the interview feeling calm and excited at the prospect of training with Durham.** My interview with Durham consisted of a short informal discussion about why I wanted to be a teacher and some skills I had and would develop during training. **This felt more like an informal chat than an interview, and I felt the staff took the time to get to know me.** I then had time to showcase some skills when I was asked to present an artefact I would use in the classroom and how I would use it. This part of the interview was fun and engaging, allowing me to experience some skills I knew I would develop while on the course. I chose a children's storybook and discussed ways I would use it across the curriculum. At other interviews for different universities, I had a similar experience when presenting an artefact. However, another university had me take part in a group interview first before a one to one. Although group interviews have their benefits, I felt like getting my voice and ideas across was harder, and I felt nervous going straight into a group interview. I felt it would have been more beneficial to do them the other way around. **Therefore, I really enjoyed the interview experience with Durham as, straight away, it was one-to-one, and the staff really got to know me as a person first. It was normal to feel nervous before the interview, but Durham really put my nerves to ease and I felt I developed my interpersonal skills just from the interview.**



What you need to do if you decide to accept our offer



Disclosure and Barring Service check

Send it off asap!

THIS NEEDS TO BE COMPLETED
by the start of the course.



Declaration of Health Questionnaire

Complete and return *Immediately!*



Induction

- Provisional start date of 28th September 2026
- During induction there will be a full programme of information on the University and course including:
 - Course requirements
 - Study at Durham- the life of a University student
 - Support information
 - School placements



and finally...

***'If you can read this,
thank a teacher!'***

Harry S. Truman (1884-1972)



