



**Researchers  
in Schools  
Researchers  
Brochure**



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## Researchers in Schools Researchers Brochure

### What is Researchers in Schools?

Researchers in Schools (RIS) is the world's only teacher training programme exclusively for participants who have, or are completing, a doctorate in their subject. The programme exists to increase and disseminate subject expertise, promote research and champion university access within schools. We meet these aims by recruiting high-quality researchers, placing them in non-selective schools and providing on-going training to become effective classroom teachers.

### The RIS Teacher Training Programme

The RIS programme recruits high-calibre candidates to work as teachers in non-selective state schools through a tailored initial teacher training programme (ITTP). This teacher training route is highly bespoke and designed to utilise participants' academic experience. The programme is designed to ensure that participants are well positioned to deploy their knowledge and skills to the benefit of pupils, schools and universities.

The programme typically runs over two years, with an optional third year working towards a Research Leader in Education (RLE) Award. In the first year, participants are expected to gain Qualified Teacher Status (QTS), before going on to complete their Newly Qualified Teacher (NQT) year in the same school.

### Why is it unique?

- 1) All participants receive a scholarship salary, with a subject shortage uplift where relevant. Candidates with a doctorate in maths, physics or engineering are eligible for business sponsorship as part of the Government supported Maths and Physics Chairs Programme; taking their first year salary and benefits package up to £45,000.
- 2) All participants are given the time, support and a budget to maintain an academic profile. Participants have one day a week to pursue their own research and the wider aims of the programme and a budget to support this. Participants might use this time to write up part of their thesis, prepare for and attend academic conferences or continue their own research. In the pilot year all participants became Honourary Research Associates at King's College London and it is envisaged that this will work in a similar way in other regions in 2015/2016.
- 3) All participants have the opportunity to utilise their knowledge of universities, become champions of widening participation in their schools and the chance to obtain the unique Research Leader in Education (RLE) Award.

"I feel that I now have the potential to have more impact and to make a more significant contribution to someone's education."

- RIS trainee, 2015

# Researchers in Schools

## How does the RIS programme work?

“I feel I am now quite integral to my department. My colleagues appreciate my expertise and often come to me with questions.”  
- RIS trainee, 2015

### Summer 2015

Participants spend two weeks at RIS Summer Training before starting in their placement schools.

### Year 1

In Year 1, participants will work towards gaining Qualified Teacher Status in a Placement School through the salaried RIS programme. As part of QTS programme led by a local SCITT (school-centred initial teacher training programme) they will receive teacher training from an outstanding teaching school in the local area, as well as having one day per week off timetable to pursue their own subject-specific or education research and meet the broader aims of the programme. As part of this qualification, participants will engage with evidence-based teaching and research methodologies.

Participants’ timetable and responsibilities will build up gradually over the year. They will gain experience teaching in their subject area, reflect on teaching experience and have plenty of opportunity to observe best practice in and out of their school.

They will also have the opportunity to widen university access in their school, using academic contacts and their position as a Teacher Advocate for Widening Participation at their partner university.

### Year 2

Now a qualified teacher, participants will complete their Newly Qualified Teacher year in their placement school, implementing and honing their teaching expertise. They will move onto the main teacher pay scale, and receive the relevant salary uplift. Participants will use their subject knowledge to design outstanding courses and help maximise students’ attainment.

As in Year 1, participants will have one day per week to work towards their own independent research. As part of the RIS programme, participants will have the opportunity to engage with evidence-based education and research, utilising this knowledge and understanding to improve teaching in their subject area.

Participants will continue to work towards the widening participation and university access aims of the RIS programme, working with outstanding practitioners to have a tangible impact on students’ chances of progressing to university.

### Year 3 (optional)

In agreement with their placement school, participants will have the option to continue onto a third year of the RIS programme. They will have the opportunity to join the RIS Research Leader in Education (RLE) Award, which supports participants to become outstanding practitioners, including the dissemination of subject knowledge and best practice across the broader education community.

### Benefits throughout

- Up to one day a week off timetable for independent research
- 10 weeks holiday per year
- Full-time salary
- Three additional days of leave per year for conferences in school time
- Access to £1000 research budget over Year 1 and Year 2

As part of their training, Maths and Physics participants may be allocated or apply for support from one of Researchers in Schools’ Industry Partners, which will include opportunities to work with leading businesses to support the aims of the programme.

- Title of Honorary Research Associate at a Brilliant Club partner university, with access to university facilities, an ATHENS account and the opportunity to engage with researchers and academics in the relevant faculty
- Opportunities to work with universities and educational charities on university access
- Access to significant salary uplift in certain shortage subjects



# Researchers in Schools

## How the programme is designed

### How is the programme designed for Researchers?

The RIS programme is designed to ensure that participants are well positioned to deploy their knowledge and skills to the benefit of pupils, schools and universities in three key ways:

#### 1. To increase and disseminate subject expertise:

Increasing the number of high-level subject specialists in non-selective state schools, including shortage subjects, ensuring the dissemination of both subject knowledge and cutting-edge expertise throughout schools and the wider system.

#### 2. To promote research:

Utilising the unique skill set of researchers through a bespoke Initial Teacher Training Programme (ITTP) that improves the research skills of both pupils and teachers, with a focus on independent enquiry, evidence-based teaching and action research.

#### 3. To champion university access:

Promoting researchers as in-school champions of higher education, supporting access to research-intensive universities and providing discrete programmes of learning to challenge and stretch pupils.

### What are the Benefits of RIS?

#### Schools:

Schools benefit from participants’ level of subject expertise, their understanding of universities and academic institutions and the research background that they bring into their subject area and school. These assets, combined with passion, enthusiasm and strong communication skills means that RIS participants have the ability to inspire and motivate the students they interact with.

#### Participants:

We believe that being employed as a RIS participant offers an outstanding career development opportunity for researchers. These are outlined fully opposite but include:

- Gaining Qualified Teacher Status (QTS) through a bespoke training programme
- Salaried route into teaching, including salary uplifts for certain subject areas
- Time to continue research in your subject area and maintain an academic profile, with access to a research budget

# Researchers in Schools

## Benefits and Salary

Benefits	Explanation
Teacher Qualification	The teaching profession remains a well-paid and stable source of employment. A teaching qualification is a valuable and versatile asset in the jobs market, especially within schools and universities, but also outside of the education sector.
Salaried Route	RIS offers participants a generous salary and benefits package in the first year and then full-time employment on the Main Pay Scale for teachers in the second year.
Bespoke Training Programme	RIS is a bespoke ITTP that is exclusive to postdoctoral researchers and designed to ensure that participants are well positioned to deploy their knowledge and skills to the benefit of pupils, schools and universities.
Sector Leading Partnership	The founding partners of RIS are sector leading organisations that together offer a prestigious route into teaching that provides participants with significant opportunities for professional development and career advancement.
Transferable Skills and Leadership	Beyond the teaching qualification, the transferable skills and leadership developed by participants during the RIS programme are highly valued across the education sector and by many leading businesses.
Advocating Your Subject	As researchers with high-level subject expertise, participants are able to use their passion and depth of subject knowledge to advocate their subject to both pupils and colleagues.
Championing University Access	As researchers with years’ experience of the higher education sector, participants are ideally placed to champion university access within schools, including supporting UCAS applications and wider outreach interventions.
Maintain academic profile	RIS offers participants an Honorary Research Associate Position (subject to the university agreeing the appointment) at one of The Brilliant Club’s partner universities and the time and support to continue with their own research.

Subject	Area	Funding	Shortage Subject Uplift	Typical Y1 Salary	QTS Qualification (all fees covered)	Research Budget (over two years)	Total Salary and Benefits Package
Maths, Physics	Outside London	£25,000	£11,000	£36,000	£4,500	£1,000	£41,500
	London fringe	£26,200	£11,000	£37,000	£4,500	£1,000	£42,700
Chemistry Modern Foreign Languages (MFL), Information and Communications Technology (ICT)	Regional	£19,000	£11,000	£30,000	£4,500	£1,000	£35,500
	London fringe	£20,200	£11,000	£31,200	£4,500	£1,000	£36,700
English, Biology, D&T, Geography, History	Regional	£14,000	£0	£15,817	£4,500	£1,000	£21,317
	London fringe	£14,900	£0	£16,856	£4,500	£1,000	£22,356



“I am proud and happy to be part of the RIS Programme.”  
- RIS trainee, 2015

# Researchers in Schools

## Application process

RIS is looking for strong communication and interpersonal skills, the ability to plan and organise, reflectiveness, commitment to the role and aims of the programme, resilience and an understanding of the UK teaching profession.

There isn't a requirement around the amount of experience that you have working with young people or in a school, but it is recommended that you spend some time observing in a UK school or working with young people before applying.

### Eligibility:

Applications are open to researchers who have completed their doctorate or will have done so by August (before the RIS Programme begins). Furthermore, candidates must also have a grade C (or equivalent) in GCSE English and Maths and be eligible to work in the UK full-time throughout the course of the Programme.

### Subjects:

As it stands, places are reserved for researchers to train as teachers in the following subjects:

- Science (Physics, Chemistry, Biology)
- Maths
- English
- History
- Geography
- Modern Foreign Languages (MFL)
- Religious Education
- Computer Science (ICT)
- Design Technology

"Researchers in Schools is surely the best teacher training route available to postdoctoral researchers. I would recommend it to all those in academia who are considering the profession, and many that are not."

- RIS trainee, 2015

### Our Application and Assessment Process

RIS recruits to the very highest standards, specifically assessing for communication, interpersonal and research skills to ensure that candidates will be able to adapt to the challenges of the classroom environment. The application and assessment process is transparent and consistent, as well as being rigorous. We welcome applications from researchers from all subject backgrounds and from universities across the country.

Applications are now open, and RIS will be running further recruitment windows for vacancies starting this academic year. Due to a limited number of available places, the timings of the recruitment windows are subject to change, as are the subjects in demand. We strongly encourage applicants to apply early to avoid disappointment.

The first round will run from:

**January – March\***

The second round will run from:

**March-July\***

Applications for subsequent years are likely to open towards the end of Summer.

\*Please see our website for specific dates each year.

## Application

Candidates submit an application via our online form and send their CV for consideration.

We will let candidates know the outcome of their application within three weeks of applying.

Please visit [www.researchersinschools.org](http://www.researchersinschools.org) to make an application through our online system.



## Assessment Centre

If successful, you will be invited to one of our Assessment Centres, happening at regular intervals over the coming months.

The day includes:

- Delivering a mini-lesson on a given subject.
- Completing a written self-evaluation of your mini-lesson.
- Taking part in a group activity with fellow candidates.
- A one-to-one or panel interview with the assessment team.



## Conditional Offer

If successful, you will be made a conditional offer for the RIS programme.

This will be contingent on all requirements being met, including:

- Completion of QTS skills tests.
- Proof of meeting all of the eligibility requirements.
- Completion of a school induction process.
- Finalising appropriate school placements.

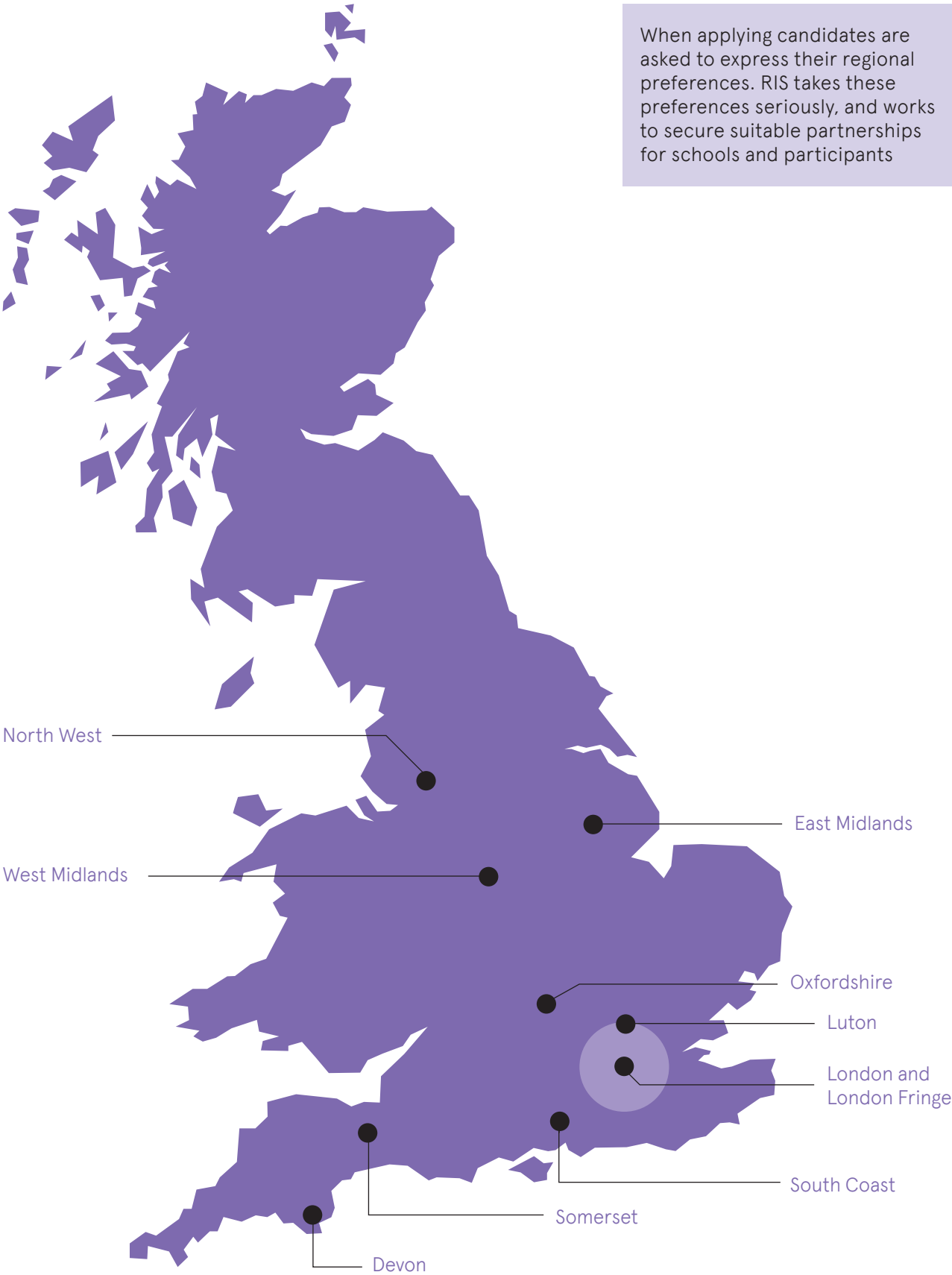


## Offer

Once all of the conditions of your offer have been met, you will be fully enrolled on the programme and set to start in a school in September.

# Researchers in Schools Where

When applying candidates are asked to express their regional preferences. RIS takes these preferences seriously, and works to secure suitable partnerships for schools and participants



## The RIS Partnership

The founding partners of RIS are George Abbot SCITT, Lampton School, The Brilliant Club, Challenge Partners and King's College London. Each organisation has significant expertise in and a demonstrable track record of either training teachers or working with postdoctoral researchers. Further, they each have access to the broader networks - including recruitment, training and support - required to establish and deliver a bespoke ITTP exclusive to postdoctoral researchers.

## Lampton School

Lampton School was designated as one of the first 100 teaching schools in the country and now has responsibility for leading the 'self-improving school system' in their local area and beyond. They work closely with 18 primary, secondary and special schools and a variety of HE partners collectively known as The London West Alliance. Lampton School is judged to be 'Outstanding' in every category by OFSTED and was included in the OFSTED 'Twelve Outstanding Schools - Excelling Against the Odds' publication. The school's Head Teacher, Dame Sue John, is the Director of the London Leadership Strategy and a National Leader of Education. In this role she has worked as a project manager for some of London's most challenging and complex schools. Dame Sue is also a member of the Future Leaders' Project Board, a member of the DfE Secondary Head Teachers' Reference Group and now serves as a non-executive director on the DfE Board. In 2011, Dame Sue was awarded a D.B.E for services to education.

## George Abbot SCITT

George Abbot SCITT is a respected and established provider delivering school based initial teacher training. Led by Peter Gale (formerly of HMI) and with over 10 years' experience leading ITT, they have unrivalled experience having trained over 200 teachers. The school offers school-centred training in a wide range of secondary subjects through both Core SCITT and School Direct routes. Their training programmes all include 'opt in aspects' that allow participants to create bespoke training experiences to suit their future career aspirations. OFSTED has rated the delivery of training across their partnership as 'Outstanding' and the testimony from past participants is excellent. In 2012 they were one of only two providers in the UK to be asked by the Teaching Agency to lead the way in the future of teacher training in schools by developing the new Core SCITT programme.

## The Brilliant Club

The Brilliant Club is an award winning non-profit organisation that exists to widen access to top universities for outstanding pupils from non-selective state schools. The charity's principal activity is to recruit, train and employ researchers to deliver programmes of university-style tutorials to small groups of high-performing pupils in schools that serve communities with low rates of progression to higher education. Working in partnership with The Sutton Trust, Teach First and a number of leading universities, the organisation currently employs over 350 researchers, who have this year been placed in over 250 schools across the UK to deliver programmes to over 5,000 pupils.

## Challenge Partners

Challenge Partners is a school improvement network which improves performance through effective learning partnerships and rigorous quality assurance processes. An innovative peer-to-peer network is the main focus of the partnership's activities. This has its roots in the London Challenge programme, which pioneered an approach to school improvement based on school-to-school support and practitioner led innovation. When the programme ended, many of the school leaders who played a role in that work committed themselves to developing, through Challenge Partners, a self-funded and sustainable way to continue and develop this approach nationally. The partnership now contains over 230 schools across the country and includes schools from all phases, governance types, and stages in their school improvement journey.

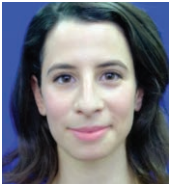
## King's College London

King's College London is a world-leading university, currently ranked 19th in the world (6th in the UK and 8th in Europe) in the 2013 QS World University Rankings, and 38th in the world (6th in the UK and 9th in Europe) in the 2013 Times Higher Education World University Rankings. There are currently 12 Nobel Prize laureates amongst King's alumni and current and former faculty. King's is a member of the Association of Commonwealth Universities, the European University Association, the Russell Group and Universities UK. It forms part of the 'golden triangle' of British universities. King's College London are supporting the programme through their Widening Participation Department and their Graduate School.





# Researchers in Schools Meet some of our first cohort...



**Dr Clara Sousa Silva**  
 Clara is currently training as a Physics teacher at Isleworth and Syon School for Boys through the RIS programme, where she is continuing aspects of her research into atmospheric characterisation of cool stars and exoplanets. She has recently been appointed Education Coordinator for Twinkle, a UK-led and gender-balanced space exploration programme.

Before joining the RIS programme in 2015, Clara studied astrophysics at the University of Edinburgh before completing her PhD at University College London. While in New Zealand as a teenager, Clara followed her interests in astrophysics by interning at the Wellington Observatory.



**Dr Bryn James**  
 Alongside training to be a History teacher at Lampton School in Hounslow, London, Bryn is using his research time to continue his work in the field of archaeology, focusing particularly on West African religion and medicine. He has curated a museum exhibition in this area, and holds the position of Assistant Editor for the Open Archaeology Journal. With some of his fellow RIS trainees, Bryn has also been active in promoting widening participation at Lampton School.

Prior to beginning his teacher training through RIS, Bryn worked as a Graduate Teaching Assistant and Lecturer at the University of Manchester, where he completed his graduate and undergraduate studies in the School of Archaeology.



**Dr Richard Branch**  
 Currently on the Researchers in Schools Programme, Richard works in London Borough of Hounslow schools as a secondary and sixth form teacher. As part of his widening participation duties, he organises work experience opportunities and supports students in their applications to university experience programmes.

Following his undergraduate degree, Richard completed his doctorate in the Department of Physics at the University of Oxford as a member of the Life Sciences Interface Doctoral Training Centre, where his research focused on biological signal processing in E. coli using optical tweezers. He continued this research as a postdoctoral fellow in the Department of Molecular and Cellular Biology at Harvard University, in Howard Berg's laboratory, using advanced fluorescence microscopy techniques.



**Dr Ashlee Masterson**  
 Now training to teach English at Brentside High School in London, Ashlee completed her undergraduate studies at the University of Natal, where she won the most prestigious doctoral scholarship to study abroad at a university of her choice. She went on to complete her doctoral studies at the School of Oriental and African Studies. Her PhD thesis was developed into a manuscript and won the University of the Witwatersrand's Research Committee award in 2010. Her book, "Stranger at Home: the Praise poet in Apartheid South Africa", was published by Wits University Press in 2011.

Whilst on the RIS programme, Ashlee has supported the application of a number of students to the King's College London K+ widening participation programme, securing places on the Dentistry, Law and Healthcare streams.



**Dr Daniel Bulger**  
 During his PhD course at King's College London, Daniel was awarded the Mathematics Department Research Scholarship for the student with the best academic record. Whilst studying, he worked on the Students in Schools programme, which placed university students in schools with the aim of promoting university access and providing extra knowledge to talented students.

Daniel is now training to be a Maths teacher through the Researchers In Schools programme at George Abbott School, Guildford.



"I am having a fantastic experience and I'm very grateful that the programme exists."  
 - RIS Trainee, 2015



# Notes



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