



Researchers  
in Schools



# Researchers Brochure 2018



# Why does Researchers in Schools Exist?

In the UK today, there is an entrenched link between household income and educational success. Pupils from low-income backgrounds are far less likely than their wealthier peers to attain five good GCSE grades, progress to higher education or have a fulfilling career.

The Researchers in Schools programme tackles this by mobilising the research community to become outstanding classroom teachers, as well as champions of evidence-based practice and higher education.

Researchers in Schools is delivered by The Brilliant Club, an award-winning charity, in partnership with schools and initial teacher education (ITE) providers across England. The charity's mission is to increase the number of pupils from under-represented backgrounds that progress to highly-selective universities.

Fair access to university is a challenge at all levels, but is acute at the most selective institutions.

Of A-level pupils progressing to a highly-selective university:



## The Researchers in Schools Programme

Year One:  
QTS

Year Two:  
NQT

Year Three:  
Complete RLE

Research Leader in Education

Our tailored programme is delivered in partnership with regional ITE providers. During the first two years of the programme you'll achieve **Qualified Teacher Status (QTS)** and complete your **Newly Qualified Teacher (NQT)** induction year.

You'll be supported by a structured programme of training, classroom teaching and mentoring. You'll also receive ongoing CPD training and deliver research-driven interventions, supporting pupils from under-represented backgrounds to progress to highly-selective universities. While on the programme, you'll receive honorary academic status at a research-intensive university.

In the third year of the programme, you'll have the option to continue to develop your teaching skills and complete the **Research Leader in Education Award**. This innovative professional qualification allows you to develop education-focused research skills and offers an excellent route for career progression.

# What You'll Achieve

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## Become a Great Teacher



Through our tailored programme, blending classroom teaching and research-led activities, you'll develop the skills to become a **highly-effective classroom teacher**, having a lasting impact on your pupils' future.

## Share Your Subject Expertise



The **advanced subject knowledge** you bring from your PhD will enable you to stretch and challenge your pupils. In doing so, you'll spark their desire to engage with your subject and investigate topics that take them beyond the curriculum.

## Champion University Access



By delivering **Uni Pathways**, our targeted university access activity, you'll use your subject knowledge and experience of higher education to help pupils develop the skills and confidence to progress to highly-selective universities.

## Promote Research in Education



As a researcher, you can bring an **evidence-based approach** to teaching and learning within your school. You'll pursue academic and educational research, sharing the results with the pupils, your department and wider school.



I wanted to join RIS as I grew up in under-privileged circumstances and the people that strongly influenced me were the enthusiastic and passionate teachers that made science come to life for me. This experience is allowing me to help pupils realise their full potential and I can bring cutting-edge research and opportunities into the classroom.

**Dr Alice Len**

Physics 2016 Cohort, Honorary Research Associate at King's College London.

# Why is Researchers in Schools Unique?

Protected time to work towards the charity's mission

To help you make the most of your skills and experience, you'll have one day per week of protected time to work towards the charity's mission – the '**RIS Day**'. This will include delivering Uni Pathways, as well as focusing on education and subject research. RIS Days have been used by previous participants in many ways, including the following:

Activities to disseminate subject expertise in their placement school or the wider school community

Education research projects or engagement with evidence-led practice



Continuing subject-specific research, including publishing articles



Preparation for and delivery of Uni Pathways

Widening Participation and university access work

## RIS Day Case Study

**Dr Riccardo Porcari**

Chemistry 2015 Cohort, Challney High School for Boys



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During my first year, I kept my scientific research going by visiting my laboratory, following a few projects that I had started and managing some external collaboration, all of which enabled me to finalise and publish 10 papers. This meant I could maintain a profile in the academic world whilst bringing fresh and innovative ideas to the classroom. It was great to bring my first group of Uni Pathways students to my labs in London and to show them how scientific research is done.

Being appointed STEM coordinator at my school meant I was able to launch a series of activities within the science department and the school, including the Tim Peake "Rocket Science" project, where my pupils were able to test how seeds from the international space station with grew on Earth.

Now in my third year, I use my RIS day to plan a study on how extracurricular activities impact pupil attainment and the subsequent impact on the school.





## Honorary Research Associate Status

As part of the programme, you'll automatically receive Honorary Research Associate (HRA) status, giving you the opportunity to maintain an independent research profile. It also provides you with an **academic network** that you can use to work towards the charity's mission. This could include running university access activities to support your Uni Pathways course, or to help expose your pupils to university-level facilities and resources.

Your HRA status will be awarded by a leading, UK-based university and includes the following features:

A link to the Graduate School, research groups and faculties

Permission to use  
your title and the  
name of the  
university when  
publishing work

Training opportunities on research methods and resources, as well as on widening participation to university



Access to libraries  
and online resources,  
as well as  
counselling and  
support

A route specifically designed for PhD graduates

Every aspect of the programme, from the recruitment process to the support for participants in school, has been designed with researchers like you in mind. In addition to the usual teacher training, The Brilliant Club will give you **specific training to help you make most of your doctoral expertise** in the classroom. You'll also have a dedicated RIS Programme Officer who you can contact for advice and support.

As a RIS participant, you'll also be part of a community of researchers teaching in schools across the country. RIS training events give you the opportunity to network and stay in touch with a community of your peers.



# Uni Pathways

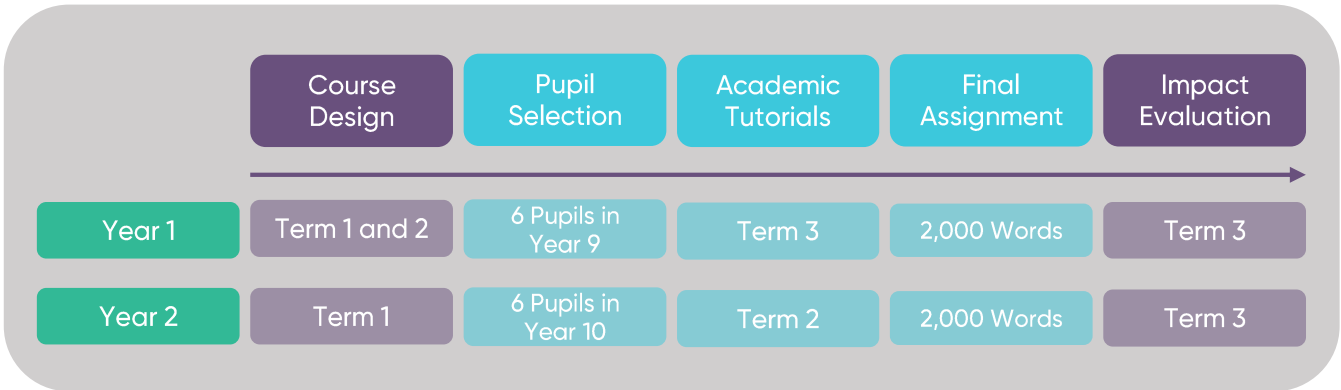
A cornerstone of the RIS programme is Uni Pathways, our unique, targeted university access activity driven by your PhD



To enable you to use your research to have the maximum effect in your school you'll deliver our Uni Pathways programme alongside your main classroom teaching. Uni Pathways is a two-year programme that you will design to support a small group of pupils to increase their chances of attending a highly-selective university.

You'll work with your school to select a group of year 9 pupils (13-14-year olds), at least half of whom come from backgrounds typically under-represented at high-selective universities. You'll then deliver a series of university-style tutorials to them based on your PhD which, alongside support with their normal school work, will enable your pupils to develop their subject knowledge and confidence.

You'll create a pupil workbook which you will use to structure your tutorials. As your tutorials are based on your PhD, you will tailor pupils' learning to your field of expertise and have the freedom to make the course your own. This will allow you to introduce pupils to subject matter outside the curriculum whilst helping them become familiar with university terminology and marking structures.



How can I see the impact of my work?

Throughout the programme, our research and impact team will help you track the progress of the pupils you work with, allowing you to see the tangible impact you have on their studies. To do this, you'll use a combination of pupil self-evaluations and assignments set by you, tracking their readiness to progress to higher education.

## The Uni Pathways Workbook



The workbook is a critical part of Uni Pathways and a great opportunity for you to create a unique, challenging scheme of work tailored precisely to your academic studies.

Past titles have included:

**The development of the existentialist world view**

**How do we combat antibiotic resistance?**

**Can we do more with less?**

**River science is rising like a flood: fluvial hydraulics, physical processes and sensor technologies**

# Programme Structure

Summer Training (August 2018)	Year One (2018/19)	Year Two (2019/20)
<p>Start with our pre-programme induction course, facilitated by education experts from The Brilliant Club and the wider education profession.</p>	<p>Train one day per week with our regional ITE providers towards achieving Qualified Teacher Status (QTS).</p>	<p>Having achieved QTS, complete your Newly Qualified Teacher (NQT) year.</p>
	<p>Spend three days per week in the classroom, building up to independent teaching through a structured programme of observation, advice and feedback delivered by school-based education experts.</p>	<p>Move to teaching four days per week and continue to take one day per week to deliver Uni Pathways.</p>
<p>Attend sessions on career transition into secondary education, design of your Uni Pathways course, and widening participation strategies.</p>	<p>Use one day of protected time per week to deliver Uni Pathways, supporting pupils with their exam grades and university qualifications. Use the rest of your day to pursue research-based activities.</p>	
		<p>Receive on-going professional development training provided by The Brilliant Club and our partners.</p>
Year 3 and Beyond		

In the third year, you will have the opportunity to complete a leadership qualification recognised by the wider teaching profession. It will equip you to disseminate your subject knowledge and research expertise by delivering a series of Continuing Professional Development (CPD) sessions to other teachers. This presents an excellent opportunity to focus your research skills on teaching practice and share this knowledge within your school. In agreement with your school, you'll continue benefit from protected time to work towards the charity's mission.

Progression to the third year of the programme is optional for both participants and schools, and is conditional on participants meeting the requirements of the programme across years one and two.



# Sharing Expertise in Your School

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## Subject Expertise



An important attribute that all RIS participants bring to their school is in-depth subject expertise. As your ITE provider will help you become an outstanding classroom teacher, your subject knowledge will enable you to contribute to your department in ways that go beyond teaching. You will bring your deeper knowledge to your classes, helping you answer questions beyond the curriculum, provide CPD sessions for members of your department or even introduce parents and other members of the school community to your area of study.



## Education Research



As you progress through teacher training, your research skills will enable you to analyse and contribute to current teaching practices. This could range from looking at how the learning environment affects pupils to the efficacy of testing techniques. Whatever you choose to focus on, you'll benefit from being part of a network of school education experts and research-focused PhDs, who will be on hand to offer practical guidance and advice.





# Meet Our Current Participants

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“ The Uni Pathways tutorials mean that I can use my research to inspire a generation of talented pupils from a variety of backgrounds to reach their full potential. The support I have had from The Brilliant Club team has been fantastic and I really feel part of a special community.

**Dr Corrine Dale** English, Lampton School Hounslow

Corrine completed her undergraduate degree in English Literature and postgraduate in Medieval Studies at Royal Holloway, University of London. Her thesis was entitled 'Suffering, Servitude, Power: Eco-critical and Eco-theological readings of the Exeter Book Riddles'. Prior to joining Researchers in Schools, Corrine was a PhD tutor on the Brilliant Club's second programme, The Scholars Programme.



“ I decided to train as a teacher through RIS as it would give me the opportunity to use my background in school in a more active way. Continuing some form of research was also important to me, although I no longer wanted it to be my main concentration. I saw RIS as the perfect balance.

**Dr Lucy Heil** Physics, Oasis Academy Oldham

Lucy completed her PhD at the University of Leicester investigating the amplitudes of x-ray variability in accreting black holes. In her first year she delivered her Uni Pathways programme, entitled 'Twinkle, Twinkle Little Star, How Can I Work Out What You Are?', as well as helping her pupils focus on careers in STEM, taking a group of pupil premium pupils to a careers event highlighting the variety of careers available.



“ With RIS, not only will I be able to keep working on my education and research in my subject, but I will also contribute to the education of pupils with a disadvantaged start in life, thus giving back to society the valuable teachings I have received so far.

**Dr Niccolò Salvatori** Mathematics, Harris Academy St John's Wood

Prior to joining Researchers in Schools, Niccolò studied for his undergraduate and postgraduate degrees at the University of Florence before completing a PhD in pure mathematics at Kings College London. During his time at Kings, he worked as a graduate teaching assistant and guest teacher.



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Widening university access, valuing the importance of subject knowledge, and research-based teaching are three areas where teachers with PhDs can have an enormous impact.

**Rt Hon Nick Gibb MP**

Minister of State for School Standards

# Benefits of becoming a RIS teacher

Becoming a teacher with Researchers in Schools can provide you with a fulfilling, challenging and long-term career within education. Below are some of the benefits of the teaching profession and how training through RIS enhances them.

## Salary, Pension and Progression



As well as a competitive salary and pension, your QTS training fees are paid for you. Maths and physics participants are automatically eligible for a government-sponsored salary uplift in Years 1 and 2 through the Department for Education’s Chairs Programme. As you progress through the programme and your career, there will be opportunities to take on departmental or leadership responsibilities, which can increase your earnings.

When you’re employed as a teacher, you’ll also be eligible to join the Teachers’ Pension Scheme. The scheme is one of the most attractive packages available in any sector or profession and provides a number of benefits. More on this can be found at [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk).

	Maths and Physics				Other Subjects			
Year One	Inner London	Outer London	London Fringe	National	Inner London	Outer London	London Fringe	National
Salary (Unqualified teacher pay scale)	20,909	19,749	17,718	16,626	20,909	19,749	17,718	16,626
Uplift	13,000	13,000	13,000	13,000	-	-	-	-
Total salary of up to	33,909	32,749	30,718	29,626	20,909	19,749	17,718	16,626

## Recognised Qualifications



Gaining Qualified Teacher Status through the RIS programme will allow you to teach in any maintained school in England and will make it easier to apply for QTS in Scotland, Wales or Northern Ireland. Beyond this, many of our ITE providers allow you to also study for a Postgraduate Certificate in Education (PGCE) whilst on the RIS programme, providing you with an internationally-recognised, additional qualification.

## On-the-job Training



Unlike some routes into teaching, the RIS programme sees you placed in a school from the very first day of term. To help you get off to a great start, your ITE provider and school will provide you with full training on getting to grips with classroom teaching. Additionally, RIS will provide you with structured support and CPD to help you fulfil the charity’s mission and make the most of your unique skills.






# Subjects and Regions

## Subjects

Because the RIS programme gives pupils the opportunity to learn from teachers who are experts in their field, we require you to teach the subject most closely associated with your doctoral studies.

Researchers in Schools participants can teach in any of the following English Baccalaureate (EBacc) subjects. These are:



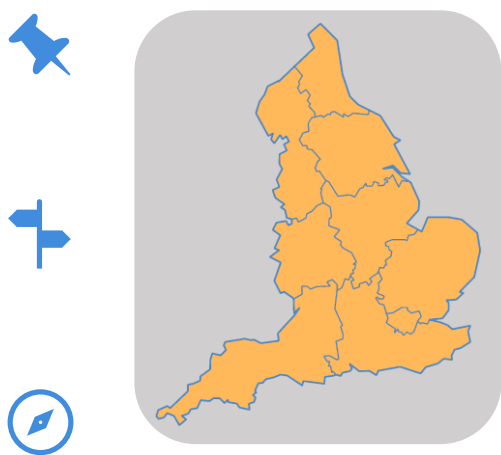
Nationally-recognised, high-priority subjects

Biology	Mathematics	Spanish
Classics	Physics	German
Computer Science	Chemistry	French
English	Geography	History

## Regions

If you feel there is potentially more than one subject that is suitable for you (interdisciplinary scientists or engineers, for example), please feel free to contact us via [apply@researchersinschools.org](mailto:apply@researchersinschools.org) to discuss.

In 2018, we aim to have availability in all areas of England, placing participants into non-selective state schools.



Because we aim to increase the number of pupils from under-represented backgrounds who go on to study at highly-selective universities, we have a particular focus on areas where these challenges are greatest. Being placed in one of these areas means that your work can have the greatest impact possible, not only on pupils' achievement but also on the schools and the wider community that you'll become a part of.

We encourage candidates to be as flexible as possible when filling out their regional preferences on our application form. Nevertheless, we'll always do our utmost to find you a placement in an area that works for you.

# Finding out more about teaching

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## Teaching Experience

You don't need to have been a teacher or have worked in a school before to apply to RIS but you can greatly improve your application by showing awareness of current teaching practices and the education landscape in general. One of the best ways to do this is by spending time in a school before or during the application process.

As one of the conditions of any offer to join the programme will be the completion of a school orientation experience within an English school, completing this early not only improves your application but also reduces the number of tasks required from you at the offer stage. There are many ways to organise a school visit, including:

### Get into Teaching (Department for Education)

An expenses-paid observation placement of up to 10 days through the Department of Education's School Experience Programme.

For further details, please see:

[getintoteaching.education.gov.uk/getting-school-experience](https://getintoteaching.education.gov.uk/getting-school-experience)

### The Scholars Programme

A paid, short-term teaching placement through The Scholars Programme, a part-time tutoring programme which is run by The Brilliant Club. This will provide first-hand experience of the type of school you may be placed in as a RIS participant, as well as excellent exposure to leading university-style tutorials aimed at secondary school pupils.



For further details, please see: [www.thebrilliantclub.org](https://www.thebrilliantclub.org)

### Your Local School

An independent arrangement to spend time at a secondary school to familiarise yourself with the school and classroom environment



# Eligibility and Application Process

## Eligibility



Applications are open to researchers who have already completed their doctorate, or will have done so by 1st August 2018.

Furthermore, candidates must also have a grade C or above (or equivalent) in GCSE English and Maths and be eligible to work in the UK full-time from 1st September 2018 and for the duration of the programme.

For further details and a full explanation of our eligibility criteria, please visit [www.researchersinschools.org](http://www.researchersinschools.org).

## The Application Process



1

### Application Form

The application form is the first step in the application process and can be found on our website.

[researchersinschools.org](http://researchersinschools.org)

The form helps us to assess your suitability for the programme, as well as collect the required personal information for your registration.



If your application meets our success criteria, it will be held in a pool until we match you to a suitable assessment centre based on your preferred region and subject.

2

### Assessment Centre

Assessment centres are held throughout the year. In competitive subjects and regions, places may fill up before the end of the recruitment cycle. We advise you to apply early to ensure the best chance of being matched to an assessment centre that meets your preferences.

The requirements of the assessment centre may vary across providers, but you can expect to:

- deliver a mini-lesson on a given subject
- complete a written self-evaluation of your mini-lesson
- take part in a group activity with fellow candidates
- have a one-to-one or panel interview with the assessment team

If your application is considered by more than one ITE provider you may need to attend more than one assessment centre.





## Who delivers the recruitment process?

Researchers in Schools is delivered by The Brilliant Club in partnership with sector-leading initial teacher education providers. The Brilliant Club is responsible for screening applications, recommending candidates for assessment and organising the logistics of assessment centres. Assessment centres are held by ITE providers, with the provider and The Brilliant Club making a joint decision on whether to accept candidates, and offer them a place on both RIS and the ITE provider's School Direct training programme.

Once offers have been made The Brilliant Club will manage the process from confirmation through to Summer Training. It is important that applicants are aware that the process is dependent on the availability and demand for subjects in each region and within each ITE provider. Where there is a waiting period between one stage and the next, we will always keep you fully informed.

### 3 Conditional Offer

If you are successful at the assessment centre stage, you will be made a conditional offer to join the RIS Programme. The ITE provider that assessed you will liaise with placement schools within its network to find a placement based on your preferred region and subject.

Where no available placements match your preferences, we will work with providers to find potential placements. For a minority of applicants, we cannot guarantee placements will be available, though we will keep you fully updated and seek to find alternatives.

At the end of the recruitment period, there may be a clearing process, in which current vacancies are made available to pooled candidates.

### 4 Placement

As well as your placement being conditional on us locating a school for you, there are many additional conditions that will be outlined in your offer letter. These include:

- Completing a UCAS application
- Passing the professional skills tests
- Providing qualification certificates, as well as a statement of comparability for international candidates
- Ensuring you have the right to work in the UK, including working with your school to complete all necessary sponsorship requirements
- Undergoing an enhanced DBS check

Once the conditions detailed in your offer letter have been satisfied, you will be ready to start your employment with your placement school at the beginning of September.



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