

Mossley Hollins High School

Newsflash 17

Friday 17th January 2020



Message from Mr Marshall

Parent and Student Survey

I am pleased with the response so far from parents and students to our satisfaction survey, however I am keen to hear from as many parents and students as possible. As you know, this survey will inform our ongoing improvement work and allow us to focus our limited resources to provide the very best education that we can for our students. The survey results will allow the school to focus its improvement priorities in the most effective way. I want our young people not only to achieve well academically but also to thrive socially in a caring, inclusive and supportive environment where they can develop their individual characters in preparation for later life.

The closing date for students to respond is *Monday, 20th January*, whilst the deadline for parents and carers is *Friday, 24th January*. If you have not yet done so, please follow this link to take you to our survey:

[Mossley Hollins Parent Survey 2020](#)

Thank you in advance for your help; we look forward to sharing news of the results of the survey and our plans to improve things for the benefit of our young people in due course.

School Musical Production- Annie

Students are in the final stages of preparation for their production of *Annie* on Tuesday, Wednesday and Thursday next week. Once again, the show promises to be a spectacular showcase of your children's acting, singing and dancing talents. The ticket sales have gone extremely well but I am told there are still a very small number available. Do not be disappointed; contact the school office to reserve your tickets before they run out. I look forward to seeing many of you at the performances next week.

Have a lovely weekend.

Mr Marshall

Visit from Adam Reid

On Friday, we had the opportunity to meet with Adam Reid who was invited into school to officially open our new food technology classroom. Mr Reid is a top North West Chef and winner of the great British menu on BBC. He works as Head Chef at 'The French' in The Midland Hotel in Manchester. We were able to interview him, where he answered our questions regarding our brief for GCSE Food and Nutrition. Many of us are working on designing and making dishes from British Cuisine; we did a question and answer session, which enlightened us with his vast knowledge of the culinary industry.



Topics we discussed were: locally sourced ingredients, nutritional profile of dishes, practical planning for our final examinations and adapting recipes for special dietary requirements.

Written by: Beth Weilding, Mason Stuart, and Emily Nelson-Lee.



Nightingale College – Year 11 Intervention

Next week will be **BLUE** week for Year 11 intervention. If you study more than one subject on an intervention afternoon, you should attend the subject in bold.

Blue Week		
Before School	Lunch	After School
		Design Technology Art (for students not in separate science)
Religious Studies	PE	Food Computer Science Photography Spanish
		Maths
		English
Media PE		Music Drama Science



Year 11 Pre-Public Examination (PPE) Timetable

Year 11 students will complete their final round of Pre-Public Examinations (PPEs) at the end of this half-term. Please be aware that the examinations highlighted in yellow are real public examinations, which contribute to the student's final BTEC grade. As these examinations are very important, the booster sessions (highlighted in blue) will provide an opportunity for students to prepare.

We wish all students the very best of luck in this, their final round of Pre-Public Examinations before the real examinations.

Class of 2020 - Year 11 - PPE Timetable

PPE Timetable- Year 11

Date	P1	P2	Form	P4	P5	P6 (an P7 on a Monday)
Monday, 27th January	Photography			Photography		
Thursday, 30th January	Drama Practicals			Drama Practicals		Drama Practicals
Friday, 31st January	Physical Education (1hr 45) Business Studies (1hr 45)			English Language P2 (1hr 45)		
Monday, 3rd February	English Language P1 (1hr 45)			Biology P1 (1 hr 10/ 1hr 45)		Statistics P1 (1 hr 30) Period 7 Booster for ICT BTEC
Tuesday, 4th February	Booster for BTEC ICT			BTEC ICT Examination		
Wednesday, 5th February	Media Studies P2 (1 hr 30) Dance Theory (1 hr 30) Computer Science P1 (1hr 30)			Mathematics P1 (1hr 30)		Further Maths P1 (1hr 30) Music appointments
Thursday, 6th February	Spanish Writing (1hr/ 1hr 15)			History P2 (1 hr 45) <i>Elizabethan England and The Cold War</i>		Booster for BTEC Health and Social
Friday, 7th February	Health and Social Care BTEC Examination			Mathematics P2 (1hr 30)		
Monday, 10th February	Geography (1hr 15) <i>Natural World</i>	<i>Our</i>		Chemistry P2 (1hr 10/ 1hr 45)		Statistics P2 (1 hr 30)
Tuesday, 11th February	Physics P2 (1hr 10/ 1hr 45)			Music Theory (1hr 30) Design and Technology (1hr 30)		
Wednesday, 12th February	Religious Studies (2hrs) - <i>Religious, Philosophical and Ethical Issues in the Modern World</i> Computer Science P2 (1hr 30)			Mathematics P3 (1hr 30)		Music appointments Further Maths P2 (1hr 30)
Thursday, 13th February	English Literature P1 (1 hr 45) <i>Macbeth and Jekyll & Hyde</i>			Spanish Listening and Reading (1hr 45/ 1hr 20)		
Monday 24th February	Art			Art		

Life Skills

The content for Life Skills in form time next week is:

- Year 7 – Romantic relationships
- Year 8 – A career in medicine
- Year 9 – Pressure to have sex
- Year 10 – The UK parliament
- Year 11 –Revision for options subjects



If you have any enquiries about the Life Skills curriculum, please contact Mrs. Rebecca Harrison at r.harrison@mossleyhollins.com.

For any enquiries regarding the Citizenship content (Year 10 only), please contact Ms. Louise Ricker at l.ricker@mossleyhollins.com

Minecraft- What Parents Need to Know

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



There's a very good chance you've heard of Minecraft. The block building phenomenon is, arguably, the most beloved video game of all time which has managed to maintain its popularity since its first release back in 2011. Nine years later, it still has a huge userbase of 112 million people playing the game every month. Accessible to those 7+, Minecraft can be a gateway into a world of learning and exploration which encourages players to use their imagination to build three-dimensional worlds with virtual building blocks. While Minecraft is considered relatively safe generally speaking, there are some safety precautions parents may want to consider before allowing their children loose on the game.



What parents need to know about MINECRAFT



OPEN TO HACKING

Hackers can be a real problem in any online game, including Minecraft. Some individuals can access other people's games to disrupt their play time, or even worse, access private details about players such as their names, email addresses, dates of birth and so on. It would be incredibly rare and unfortunate to encounter a player like this, but it does happen and must be taken as a serious risk.



CONTACT WITH STRANGERS

Most players aged 7 and over will be able to play the game comfortably and, whilst creating an account does ask you to input your date of birth for confirmation, there's no way to check if the information is correct nor to check someone's real identity. This could mean that children younger than 7 could access the game. However, what is more concerning is that adults pretending to be children could theoretically be using false information to access the game and be interacting with your child.



RISK OF GRIEFING

Griefing is when someone purposely upsets another player during the game. This can be done by ruining somebody's creation or generally doing something to spoil someone's gameplay and can essentially amount to a form of cyberbullying. In open servers, or even private ones among friends, it can be difficult to keep track of who's saying what, and an innocent comment in one person's eyes could be seen as bullying by somebody else. Stealing supplies, destroying things that take hours to build and harassing innocent players can all be commonplace if care isn't taken.



ADDICTIVE NATURE

Minecraft can be an incredibly exciting game but it can also be very addictive. Too much time on the game could impact on your child's behaviour, causing them to become irritable or angry when being asked to stop playing. This might suggest it might be time to enforce some time away from the game. Addictive behaviour can be compounded at a young age and encouraging gaming in moderation is always recommended.



'SCARY' CHARACTERS FOR YOUNGER GAMERS

For the most part, Minecraft is not a scary game. Despite this, there are certain characters in the game that younger children in particular may find frightening. Creepers, zombies and various other 'baddies' can be commonplace in some parts of the game and young minds may find it difficult to disassociate them from real life once they switch off the game.



Safety Tips for Parents

BLOCK STRANGERS AND UNWANTED CONTACT

Despite the fact that private messages can no longer be sent in the game, strangers may still attempt to interact with your child. From the pause menu, players can block chat and friend requests from others in the game. This causes any profanities, email addresses and phone numbers to become automatically blocked, meaning it's harder for people you don't know to potentially contact your child.



LEARN FROM YOUTUBERS / TWITCH STREAMERS

There are a lot of Minecraft focused YouTubers and Twitch Streamers that offer a huge variety of fun, engaging content. Many of them focus on making videos specifically for younger audiences, which don't include bad language or anything scary. If you're unsure about the game, check out some of the biggest streamers and more importantly, ask who your children like. This will help you to understand what the game is about and also make sure that your children are watching age-appropriate content online.



PLAY IN CREATIVE OR PEACEFUL MODES

Playing the game on Creative or Peaceful mode ensures that the experience is strictly safe. Peaceful mode allows children to explore with friends without having the survival element of normal Minecraft, while Creative mode allows imaginations to run wild with unlimited resources, encouraging creation of vast, personalised worlds. There really are no limits as to what can be accomplished and getting involved yourself can make it a great way to bond with your child and give you a long-term project to complete with them.



MONITOR GAME TIME

Being able to play on a wide variety of platforms can be beneficial however it can also make it more difficult to put the game down. Play time should be monitored and it's always a good idea to talk to your child if you feel they are spending too much time on the game or showing signs of addictive behaviour.



CREATE A PRIVATE SERVER

The best way to avoid unwanted strangers or grieferers in a server is to simply create your own. Private servers do exactly what they say on the tin by offering a safe, secure place for children to play and create with their friends, free from outside interference. They (and you) control who is allowed in the server and what kind of things they can do in it, making it the closest thing Minecraft offers to parental controls.



LEARN TO PLAY YOURSELF

Minecraft is an incredibly easy game to pick up and play. Furthermore, it doesn't require an expensive console or computer, with versions available for smartphones and tablets. Learning to play yourself and playing alongside your child is the best way to understand the game and will help to put your mind at ease in respect of what your child is viewing and who they may be interacting with.



CREATE SERVER WHITELISTS

Username you know to be safe, like your child's friends or relatives, can have their accounts whitelisted as safe. Essentially, this means that server moderators can create a community made up of people they know to be friendly and children will only be playing alongside people both they and you know, reducing any risk of contact with strangers or experiencing griefing.



Meet our expert

Mark Foster has worked in the gaming industry for 5 years as a writer, editor and presenter. He is the current gaming editor of two of the biggest gaming news sites in the world, UNILAD Gaming and GAMINGbible. Starting gaming from a young age with his siblings, he has a passion for understanding how games and tech work, but more importantly, how to make them safe and fun.



www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 15.01.2020



Our Multi-Academy Trust Planning & Consultation

Mossley Hollins High School, Droylsden Academy (with which we are currently in a Soft Federation and have been in formal partnership together since 2015, for nearly five years), Hyde Community College and Alder Community High School have jointly submitted three application forms to the Department for Education and the Regional Schools' Commission in December 2019:

Application 1: for the three maintained schools to apply to become academies subject to a statutory consultation;
Applications 2 & 3: for the schools to come together to form a brand new sponsored (by Tameside College/Clarendon VI Form, as Droylsden Academy is now) Multi-Academy Trust, to be named **The Tame River Educational Trust [TRET]**.

Our proposed launch-date is September 2020 should consultation make that possible. There is a long way to go before then, not least a statutory consultation process with parents and staff (which will not begin until we hear back from the RSC and only if their response is positive) and due diligence. We have not yet received any feedback on our applications but are aware that since three of the schools have buildings and facilities' management that are part of Private Finance Initiatives (PFIs) there may well be significant complications. We would need the support of the LA and the DfE. It is by no means certain that we will be successful but it is important to keep all parents, staff, partners (such as the MCSP primary partners) & key stakeholders abreast of this milestone in our planned journey towards our preferred MAT. **The systematic and hugely significant removal of funding to Local Authorities since 2010 (with no apparent prospect of it returning) and the associated significant loss of school improvement and support functions from the LAs through no fault of their own, has meant that – in England today – almost 75% of all secondary schools in the country are academies.** We intend to take control of the situation for our school and get the best out of forging a more formal and legal partnership with our 3 other partner secondary schools. Depending on the outcome from the Department for Education, we will soon began a formal statutory consultation process with parents and staff.

We have an exciting vision for the potential of the MAT to bring a significant educational and cultural dividend to each school and each school community and have already undertaken significant planning work with the support of each school's Governing Body, Headteacher, SLT, staff and from the sponsor itself. We have a carefully selected shadow Trust Member Group and Trust Board ready to lead and to support each school's Local Governing Body, should the MAT plans come to fruition. The proposed MAT has a MAT implementation plan in operation to guide us towards the launch should consultation permit and we will write a MAT Schools' Strategic Improvement Plan subject to final approval from the DfE, RSC, LA and a favourable outcome from the statutory consultation. In essence, then, there's much still to cover and on which to consult.

At present, we have a clear vision document and outline model for what we are calling aligned autonomy (where we protect the separate identity and rich distinctiveness of each school at the heart of its community whilst collaborating on common themes and approaches, where appropriate) and schools' improvement. Our MAT will have four key purposes that will guide our joint working and be the measure of our success:

The Tame River Educational Trust [TRET]

Great schools in which to learn teach and belong

In the **Tame River Educational Trust [TRET]** our family of community-based schools share the same four educational purposes, promoted and supported by each school and our Sponsor:



Four Purposes-

- 1 Our Trust will host a **family of great community-based schools** in which to learn, teach and belong.
- 2 Our Trust will become known for imbuing in our learners positive **character** traits and enquiring minds and for the **talent** and professionalism of our staff.
- 3 Through a cycle of creative self and peer improvement, any school with us for three years or more will be in the **top 25% of similar schools nationally** for the **academic progress** of its learners.
- 4 Students in our Trust will receive a distinctive Trust-wide **Community and Educational Dividend** (in the arts, sport and sciences, where significant additional opportunities will be made available to them in one or more of these disciplines).

We will present more information on our progress and work together as it becomes available. We are determined that our MAT will be distinctive and special, protecting the autonomy and rich distinctiveness of each school and community in fundamental respects but aligning through our jointly constructed and fully agreed Scheme of Delegation on common practices in other key areas where this is seen as best practice. Should the application and consultation prove successful, there will be a rich MAT offer for students in terms of learning, achievement, character, personal development and wider curricular opportunities and for our staff in a bespoke training and development programme from ITT to expert teacher and from teacher and support staff member to leader and manager.

Those of you, like us, old enough to remember will recall that we went through a consultation process with parents and staff to become an academy back in 2012 as soon as we became aware of the situation facing Local Authorities. Despite a very positive response to the consultation from all parties, we were unable to proceed due to complications with the PFI contract. Our plans this time involve four schools and we will consult again.

We will keep you posted. We would encourage you to chat to us about anything at all in relation to our plans, in the meantime, even before any statutory consultation with you begins. Should we be given approval to move to formal consultation we will share anything that is required by our students, staff, parents and partners. Please watch this space...

Kind regards,

Mr Drew Duncan Executive Headteacher, Mossley Hollins High School and Droylsden Academy
Mr Stuart Marshall Headteacher
Mr John Denton Chair of Governors

STEM Success

After winning through from the regional competition last July, the Mossley Hollins pair of Luke Mellor and Guy Melvin from Faraday College took part in the North West final of the STEM challenge.

On Friday, 10th January, they visited the Computer Science faculty at Manchester University where they took part in an exciting day of workshops and presentations. Firstly, they listened to a presentation from the head of the faculty about the research that they are doing there including writing and testing code to control the Mars rover vehicle for NASA and virtual reality work to help treat illnesses and disease.

They participated in a lively discussion about the future of artificial intelligence and how the university are working with biologists and psychologists to see if computers can develop feelings, emotions and empathy with humans!

Next came the competition and the boys had to programme a robot to use its sensors to navigate around a maze completing tasks as it went. Luke and Guy showed great teamwork skills and resilience to become only the third team in 7 years to get their robot around the maze!

The final part of the day saw them give a presentation covering what they felt they had learned during the day and where they thought the future of computing lies. Luke and Guy performed extremely well throughout the day and were awarded second prize overall, beating teams from all over the north of the country. The pupils received their award from the Lord Mayor of Manchester. Well done!



Scholars Club Update

Our Year 10 cohort have now finished the tutorials with their university PhD researcher Ibrahim and they have successfully submitted their 2000 word study of auto-immune diseases. After attending the launch event at Manchester University they attended six small group tutorials study, which were pitched at a very high level, after one session Ibrahim commented that the discussions they have, would not be out of place in a University lecture theatre! The pupils are now waiting with baited breath to see if they have successfully graduated from the course and will find out their grades on January 28th. Good luck! Here are the thoughts of two of the pupils Ewan and Hannah.

Ewan

The Scholars Programme is an extracurricular programme organised by The Brilliant Club (a UK non-profit organisation). I was one of twelve Year 10 students selected after submitting application forms (it was like applying for a job!). We have been having tutorials separately (in two groups of six) about once a week, along with a weekly homework project, in order to prepare for our final assignment: an up-to-2000-word essay on an autoimmune disease of our choice – now completed (pewh!).

Our diligent tutor, Ibrahim, taught us everything we needed to know in order to complete our essays successfully, and we are all now awaiting our results with anticipation. In my opinion, the highlight of the programme so far has been the trip we took to Manchester University, which was an incredibly enlightening experience, and provided a unique insight into part of the life of a university student. I had always planned ongoing to university anyway, but this experience has strengthened that desire.

Overall, this has probably been one of the most challenging things that I've done in quite a while, especially given the requirement for specialist subject knowledge, but nevertheless, I've thoroughly enjoyed and appreciated being a part of it.

Hannah

This year we have been given a fantastic opportunity to have a small taste of what it would be like to go to university. We started with a visit to Manchester University where we were divided into six groups. We enjoyed classes where we were introduced to our tutor and provided with tips on how to write about our topic for the next few months: diseases and the immune system. It then followed with visits at school in small groups, leading on to one-to-one tutorials, covering high-level topics and further support. This led to us being able to create a 2000 word essay as our final assignment. There was also online support from both our tutor and our peers so we were not alone in finding out anything we needed to know.

I have found this experience invaluable, as it gave me knowledge on concepts of high-level topics, and allowed me to learn more surrounding biology and diseases. Some of the studies we focused on were autoimmune diseases, gene therapy, gene editing, immune tolerance and much more. I did find it challenging at times, but I now feel I know more of what university entails and feel encouraged to explore opportunities available to me. I would recommend this to anyone.

Scientist of the Week



Scientist of the Week

Ashley Green Yr. 10

Ashley is incredibly hard working and always applies himself fully in all of his Science lessons. His science knowledge across all three sciences is excellent. His recent physics work on the electromagnetic spectrum has been particularly impressive.

Mrs. Milburn

Floret Qui Laborat

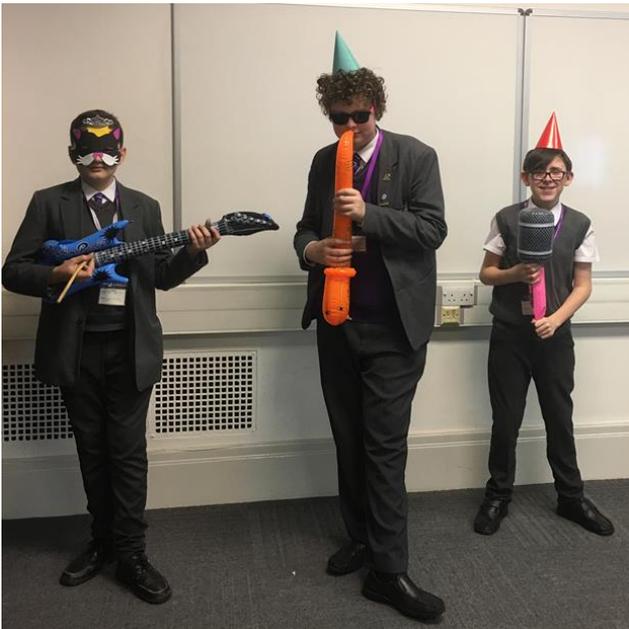
Filosophy

Our next film for discussion in Filmosophy Club will be Disney's Coco. Coco is an animated film, which follows the story of Miguel, a young boy in Mexico who stumbles into the Land of the Dead when trying to confront his family's ban on music. The film examines key philosophical themes such as, life after death, the soul and the nature and significance of family. All students are welcome to attend Filmosophy and can collect a lunch pass from Mrs Harrison in the Humanities faculty. Filmosophy runs every Wednesday from 1.30pm in room 2:06.



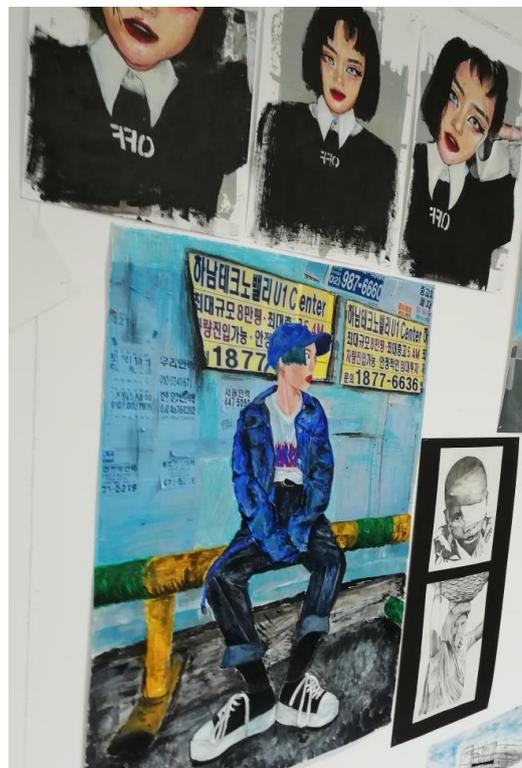
Nightingale College – MFL visit to the University of Manchester

Last Friday, twenty Year 8 French students participated in a Languages Day at the University of Manchester. During the event, the students created a short role-play in their modern foreign language, which they performed with props and this was filmed by the University. The students also had a mini-taster session of Japanese and they were able to speak to university students about what their course and university life is like. The students had a fantastic day and were a credit to Mossley Hollins High School.



GCSE Artists visit Clarendon Sixth Form College

During their recent visit to Clarendon Sixth Form College, Year 11 photography students were able to work in a professional photographic studio and develop their Photographs. Working alongside Professional Photographers.



Curtain Up for Annie

There is much anticipation ahead of the three performances next week. The cast were delighted last week to showcase the performance to our partner primary schools. The feedback from Micklehurst All Saints was overwhelmingly positive with comments about the set and the story.

One primary student commented -'I liked how they told the story because it was different to the film'. The cast also received praise from one student who said; 'I liked how they had learned all the dances and they were really good.'



The class teacher of Year 3 said, 'they loved all the singing, the character Annie was a great singer, they had good singing voices, it was funny when Miss Hanigan was dancing and I liked how it was a happy ending.'

Another teacher commented: 'My class absolutely loved watching Annie on Thursday morning. They were in awe throughout and were engaged. The singing, acting, dancing and props were brilliant! Well done to everyone involved.'

Date	Time	Focus	Room
Tues 21 st Jan	6-9pm	Opening night!	Arts Theatre
Wed 22 nd Jan	6-9pm	Second Performance	Arts Theatre
Thurs 23 rd Jan	6-9pm	Closing night!	Arts Theatre

Match Report

Year 10 Basketball

On Wednesday night, the Year 10 Basketball team played in their first tournament of the season at Alder Community College. The boys worked extremely hard in every game and their effort and resilience was positive on the evening despite the disappointing results.

Well done to Seth Chilton, Alex Polyzois, Alex Wilde, Freddie Hughes, Yogesh Patel, Myles Smith and Joshua Pycroft.

Year 8 Table Tennis

On Tuesday night, the Year 8 table tennis team played in the first tournament of the season against eight other schools. The boys played in a number of singles and doubles matches. The stand out performances were the victories against St Thomas More, Droylsden Academy and Astley. The outstanding performer on the night was Owen Lomax who performed excellently in his singles and doubles games to win the majority of his games.

Congratulations and well done to Jacob Burns, Jacob Tohill, Charlie Bingley, Daniel Jones, Sean Smith and Owen Lomax.

Year 7 Futsal

On Thursday night, the Year 7 Futsal team took part in the first competition of the season. They played three games on the night against Great Academy Ashton, Laurus Rycroft and Copley. They won their first and last games with two outstanding performances. In the first game, they put in an outstanding attacking display and won the game 5-0 with goals from Leo Moreland and Finn Jones and a hat trick from Luke Bent. In the final game, they put in an outstanding defensive performance and won the game 2-1 with goals from Leo Moreland and Finn Jones.

Congratulations and well done to the five boys involved: Finlay Blenkinsop, Finn Jones, Luke Bent, Leo Moreland and Charlie Mayall.



SPORTS AND HEALTHY LIFESTYLE EXTRA CURRICULAR CLUBS

DAY	MORNING	LUNCHTIME	AFTERSCHOOL
MONDAY		Boys football Year 7 Year 11 GCSE Preparation trampolining and table tennis club. Year 11 Dance	Year 7 & 8 Football
TUESDAY		Year 7 Basketball. Year 8 Boys Fitness DoFE. G.01 GCSE PE revision LO1 All years Trampolining Year 7/8 Dance	GCSE PE Netball Year 11 Football
WEDNESDAY		Year 8 basketball Year 9 basketball. Year 11 GCSE PE Preparation Table Tennis Year Annie rehearsal	Year 7-9 Girls football Fixtures Year 10 basketball Year 7 & 8 & 9 Street Dance
THURSDAY	Year 11 Badminton & Table Tennis club.	Year 8 Football Year 9/10 volleyball. YEAR 7 girls Fitness Year 9 dance	Fixtures
FRIDAY	GCSE PE intervention 8am G03 Year 10 Badminton & Table Tennis club.	Year 11 Volleyball Year 11 GCSE table tennis and volleyball Year 10 dance Year 7 boys fitness Year 9 Football Year 10 Football	GCSE Table Tennis

Dates for your Diary

Tuesday, 21st - Thursday 23rd January - School Production – Annie

Thursday 30th January- Year 9 Parents' Evening

Thursday, 6th February- Character Evening – 6pm

Friday, 31st January- Thursday, 13th February- Year 11 Pre- Public Examinations

Friday, 14th February- Year 10 Life Skills Day

Friday, 14th February- Break up for Half Term

Monday, 24th February- Students return to school

Homework Clubs

To ensure students are able to complete their homework with support from a specialist teacher, we offer homework clubs during the following lunchtime each week...

Monday - Science 3:07

Tuesday - Humanities in 2:04

Wednesday - English/ MFL in 2.08

Thursday - Maths in 3:04 and Technology in 4:06

Friday - Arts and Sports in G:01



Ever Thought About A Career In Teaching?

Ever thought about a career in Teaching?

If so, why not **'Train to Teach'** with us here at **Mossley Hollins High School** through School Direct in partnership with the everyonelearning@ Teaching School Alliance and the University of Cumbria.



We are currently recruiting for **Biology, Chemistry, Physics, English, Geography, History, Maths and MFL.**

School Direct allows schools to request training places directly, select the ITE (Initial Teacher Education) provider of teacher training they want to work with and agree the content and focus of the training.

Bursaries are available!

For further information please contact d.webster@mossleyhollins.com

<https://getintoteaching.education.gov.uk/explore-my-options>