SWIFT Teacher Training

# ART AND DESIGN 2027–2028

# Contents


| | |
|---|---|
| Welcome from Kelly Armstrong | Page 3 |
| Course Information<br>Overiew<br>Core Sessions<br>Art and Design Course Aims<br>Subject Themes<br>Meet Sam Eyre - Subject Lead | Page 4-6 |
| Special Education Needs and Disabilities Intensive Training and Practice | Page 7 |
| PGCE with Bath Spa University | Page 8 |
| School Placements<br>Structure<br>Activities on School Placements | Page 9 |
| Mentoring in Schools | Page 10 |
| Support, Inclusion and Wellbeing | Page 11 |
| Secondary Training Venues | Page 12 |
| Secondary Course Calendar | Page 13 |
| Ofsted Report \| June 2026 | Page 14 |
| Find out More | Page 15 |

# Welcome from Kelly Armstrong

Thank you for considering SWIFT Teacher Training. Our secondary programme is designed to develop the knowledge, skills and confidence you need to become an exceptional teacher. Through a carefully sequenced 39-week curriculum, extensive subject-specific training and contrasting school placements, you will learn from experienced subject specialists and expert teacher educators while applying your learning in real classroom contexts.

At SWIFT, you will be supported every step of the way by a dedicated team of mentors, visiting tutors, campus leads and subject specialists. Together, we are committed to providing the guidance, feedback and opportunities you need to grow into a confident, reflective and successful teacher.

Choosing where to train to teach is a significant decision, and finding the right fit is just as important as finding the right course. This booklet aims to give you an honest insight into life as a SWIFT trainee, including the training you will receive, the support available and the experiences you can expect throughout the year.

## About Kelly

Kelly Armstrong is the SWIFT Teacher Training Deputy Director (Secondary), leading the development and delivery of the secondary training programme. Based at Coombeshead Academy, part of Education South West, she has over 12 years of experience teaching Drama, Dance and Performing Arts across Key Stages 3 to 5, alongside extensive experience in Initial Teacher Training. Kelly has held a range of leadership and quality assurance roles, including Deputy Team Leader of Performing Arts, BTEC Quality Nominee and Edexcel Examination Moderator.

# Course Information

## Overview

- We deliver our programme over 39 weeks, to enable trainees to maximise their training year experience.
- Our model sequences learning through three phases, covering six themes, which align with the Autumn, Spring and Summer Terms.
- These broad strands form the basis of our Core Sessions where trainees learn through our evidenced-based approach to teaching.
- Subject Sessions are delivered by specialist Subject Leads.
- Through these sessions trainees explore how evidence-based knowledge and practice is applied through each subject lens.

## Core Sessions

Core Sessions are based on the core areas outlined in the Initial Teacher Training Early Career Framework (ITTECF), which we refer to as the 'Core Strands':

- **Core Strand 1 |** Behaviour Management and High Expectations
- **Core Strand 2 |** Pedagogy (How Pupils Learn, Classroom Practice, Adaptive Teaching)
- **Core Strand 3 |** Curriculum
- **Core Strand 4 |** Assessment
- **Core Strand 5 |** Professional Behaviours

"Leaders have designed a curriculum that embeds key learning, such as inclusion, within the core and subject knowledge that trainees need."
(Ofsted 2026)

# Art and Design Course Aims

- Focus on developing a strong understanding of artistic techniques, design principles, and the historical and contemporary context of art movements. Trainees engage with both traditional and modern approaches, developing the skills needed to inspire future generations of artists.
- Study educational theories relevant to Art education, such as visual literacy and experiential learning, while applying these theories in classroom settings through practical projects.
- Engage deeply with current research in Art education, analysing studies related to pedagogy, curriculum development and student engagement in the arts.
- Collaborate with peers and mentors through workshops, peer reviews and coaching, sharing best practice and exploring solutions to common challenges in Art and Design education.
- Learn to adapt lessons to meet diverse learning needs by using effective teaching strategies, ensuring all students can access, engage with, and succeed in Art education.

# Subject Themes

Subject Sessions are organised into six themes, aligned with the SWIFT Core Strands, enabling trainees to explore pedagogy and teaching approaches through a subject.

**Theme 1 |** The Art and Design Curriculum
**Theme 2 |** Creating a powerful environment to teach Art and Design
**Theme 3 |** The effective teaching of Art and Design
**Theme 4 |** Assessment and feedback in Art and Design
**Theme 5 |** Adapting Art and Design
**Theme 6 |** Enriching Art and Design

# Meet Sam Eyre - Subject Lead

We have designed a course, informed by our own experiences as Art teachers and secondary course leads, that we are confident will be engaging, highly relevant and fun.

Our curriculum has been devised to ensure that trainees have the necessary experience, knowledge, and understanding to be best equipped to become confident and highly skilled classroom practitioners. We will study the theory behind best practice and delve into Art and Design specific literature and pedagogy.

When planning our course, we have placed classroom practice and subject knowledge at the top of our priorities because we are acutely aware that trainees come to us from a wide range of different undergraduate courses across a myriad of disciplines. This is reflected in our planned skill sharing workshops where trainees will learn new (or refresh knowledge of) skills and techniques including painting and drawing, sculpture, textiles, print making, digital media and photography.

# About Sam

Sam Eyre is SWIFT Teacher Training's Secondary Curriculum Design Lead for Art & Design and Curriculum Team Leader for Creative Arts at Coombeshead Academy. With over 24 years of teaching experience, he brings extensive expertise in Art & Design education, curriculum development and teacher training.

Drawing on his experience as an Art teacher, mentor and curriculum leader, Sam has designed a curriculum that combines strong subject knowledge, practical skill development and research-informed pedagogy, helping trainees become confident, skilled and inspiring Art & Design teachers.

# Special Education Needs and Disabilities

Developing expertise in supporting pupils with Special Educational Needs and Disabilities (SEND) is woven throughout the course. Trainees explore inclusive teaching approaches through expert-led training, professional studies activities and practical classroom experience. You will learn how to identify and remove barriers to learning, understand the needs of vulnerable pupils, and use adaptive teaching strategies to support all learners.

Throughout your placements, you will apply this learning in practice by working closely with pupils with SEND, planning lessons that meet diverse needs and reflecting on the impact of your teaching. Regular mentor support, feedback and assessment help you develop confidence in creating inclusive classrooms where every pupil can succeed.

# Intensive Training and Practice

ITaPs accelerate the development of teaching practice around pivotal themes in the ITTECF and strengthen the link between theory and practice and to develop strong communities of practice.

There are four ITaPs across the year, designed to intensify training around key knowledge and skills:

- ITaP1 | Procedural routines
- ITaP2 | Questioning
- ITaP3 | Gradual release of responsibility
- ITaP4 | Oral language

# PGCE with Bath Spa University

Alongside Qualified Teacher Status (QTS), trainees can gain a Postgraduate Certificate in Education (PGCE) awarded by Bath Spa University.

The PGCE comprises three modules. The first two modules each carry 30 Level 7 credits. The final module is achieved through successful recommendation for QTS by SWIFT Teacher Training. To be awarded the PGCE, trainees must successfully complete both academic modules and achieve QTS.

## Assignment 1 Pedagogy for Learning in the Classroom

Explores how effective teaching approaches support pupil learning. Trainees critically engage with educational research, evaluate the impact of strategies used in their own teaching, and provide evidence from their training and classroom practice. Assessment includes a 2,000-word literature review, a 15-minute presentation, and an annotated evidence portfolio.

## Assignment 2 Adaptive Teaching for Learning in the Classroom

Explores how adaptive teaching can create inclusive classrooms where all pupils can succeed. Trainees critically engage with research on inclusion, evaluate how they have adapted teaching in their own practice, and provide evidence from their training and classroom experience. Assessment includes a 2,000-word literature review, a 15-minute presentation, and an annotated evidence portfolio.

# School Placements

## Structure

School placements are a core element of trainees' training and are designed to provide a high-quality, contrasting experience across different educational settings. Trainees will develop their teaching practice by working in diverse contexts, enabling them to build adaptability, subject knowledge and professional confidence.

Trainees' training will include at least two placements:

- Placement A (Autumn Term): short placement in a school to establish core teaching skills.
- Placement B (Spring and Summer Terms): long placement in a contrasting school, offering a different context.

Placements are carefully selected to ensure a balance of contrast and breadth of experience, whilst also considering practical considerations, such as travel, sustainability and trainees' individual career aspirations.

## Activities on School Placements

- Weekly reflective journals help trainees review progress, identify key learning and set targets for improvement.
- Professional Studies develops understanding of wider aspects of teaching, including behaviour, safeguarding, curriculum, assessment and inclusion.
- Lesson planning builds trainees' ability to design effective, inclusive lessons that support pupil progress and achievement.
- Observations of Expert teachers provide opportunities to analyse effective teaching and apply successful strategies in practice.
- Subject knowledge audits help trainees identify strengths, address gaps and track development throughout the course.

# Mentoring in Schools

## Role of the Mentor

Your Mentor is your main source of support during school placements, helping you translate training into effective classroom practice. Through regular coaching, feedback and professional guidance, they support your development, wellbeing and progress throughout the course.

Your Mentor will:

- Meet with you weekly for a dedicated mentoring session.
- Observe your teaching and provide focused, actionable feedback.
- Help you identify strengths and set clear improvement targets.
- Review lesson plans and support you in developing effective teaching strategies.
- Coordinate key placement experiences, including observation, co-teaching and independent teaching.
- Support your understanding of areas such as SEND, adaptive teaching and inclusion.
- Monitor your workload, wellbeing and professional development.

# Support, Inclusion and Wellbeing

We use a ‘team around the trainee’ approach to ensure support is coordinated, responsive and effective. This includes:

- Mentors providing day-to-day guidance, feedback and progress monitoring in school.
- Campus Leads coordinating support and developing targeted support plans where needed.
- Phase Leads providing additional oversight and specialist support to ensure trainees are successful.

## What we do

- Tailored support is available whenever trainees face challenges, with early intervention and personalised strategies to help them make successful progress towards the Teachers’ Standards.
- Inclusive training is a priority, with reasonable adjustments and individual support plans available for trainees experiencing barriers related to SEND, health, protected characteristics or personal circumstances.
- Diversity, equity, inclusion and belonging are embedded throughout the programme, creating a respectful community where all trainees feel valued, supported and able to thrive.
- Wellbeing is actively promoted, with a focus on manageable workloads, open communication, pastoral support and encouraging trainees to maintain healthy professional and personal practices.

“Inclusion is central to the provider’s vision and is evident throughout the trainee journey.”

“Leaders promote equality, diversity and inclusion consistently across the provision.”
(Ofsted 2026)

# Secondary Training Venues

## Exeter | Future Skills Centre

**Option to attend:**
- Core Sessions
- PGCE Sessions

**Address:**
Future Skills Centre, Exeter EX5 2LJ

## Plymouth | University of Plymouth

**Option to attend:**
- Core Sessions
- PGCE Sessions

**Address:**
Rolle, 8AA, Drake Circus, Plymouth PL4 8AA

## Taunton | Orchard Grove Training Centre

**Option to attend:**
- Core Sessions

**Address:**
Trull, Taunton TA3 7FD

## Coombeshead Academy | Newton Abbot

**Subject Sessions:**
- Art and Design Subject Sessions

**Address:**
Coombeshead Rd, Newton Abbot TQ12 1PT

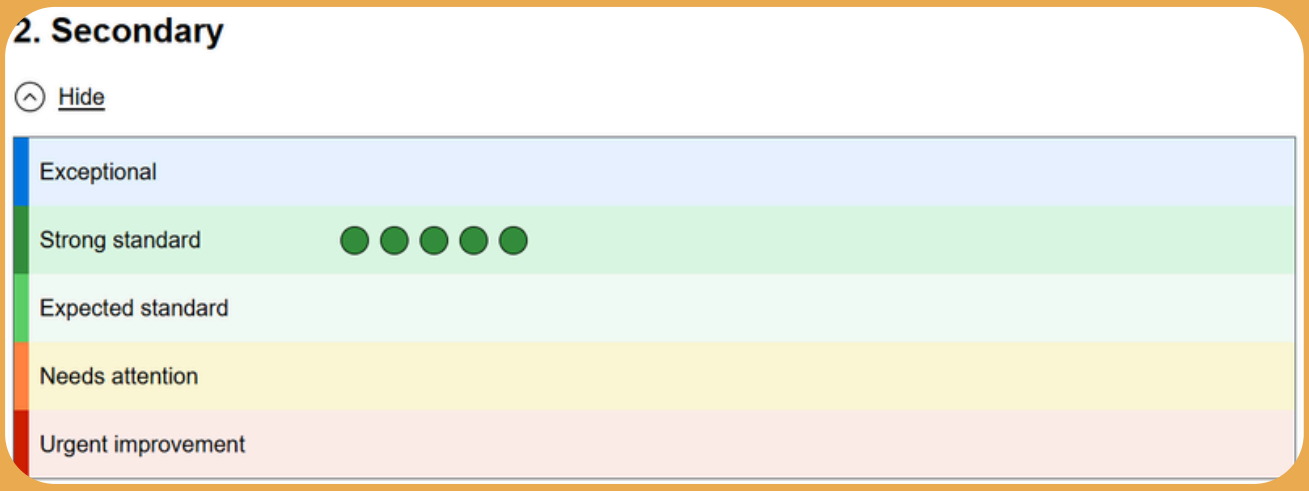
# Secondary Course Calendar (26-27)

Here is the Secondary Course Calendar for 2026-2027. It provides a close fit to what the calendar for 2027-2028 will look like. The 2027-2028 Course Calendar is published on our website in the Summer Term.

| Week Beginning | Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
| 31/08/26 | 1 | Bank Holiday | N/A | N/A | SWIFT Start Induction | SWIFT Start Induction |
| 07/09/26 | 2 | Core Session | Core Session | Core Session | PGCE / Core Session | Subject Session |
| 14/09/26 | 3 | Short Placement Professional Studies | Short Placement Professional Studies | Short Placement Professional Studies | Short Placement Professional Studies | Subject Session |
| 21/09/26 | 4 | ITaP 1 | ITaP 1 | ITaP 1 | ITaP 1 | ITaP 1 |
| 28/09/26 | 5 | Core Session | PGCE | Short Placement | Short Placement | Subject Session |
| 05/10/26 | 6 | Short Placement | Short Placement | Short Placement | Short Placement | Subject Session |
| 12/10/26 | 7 | Short Placement | Short Placement | Short Placement | Short Placement | Subject Session |
| 19/10/26 | 8 | PGCE / Core Session | Core Session | Core Session | Core Session | Subject Session |
| 26/10/26 | 8a | Holiday | Holiday | Holiday | Holiday | Holiday |
| 02/11/26 | 9 | Core Session | Core Session | Core Session | Core Session | Subject Session |
| 09/11/26 | 10 | Short Placement | Short Placement | Short Placement | Short Placement | Subject Session |
| 16/11/26 | 11 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement |
| 23/11/26 | 12 | PGCE / Core Session | Short Placement | Short Placement | Short Placement | Short Placement |
| 30/11/26 | 13 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement |
| 07/12/26 | 14 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement |
| 14/12/26 | 15 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement |
| 21/12/26 | 15a | Holiday | Holiday | Holiday | Holiday | Holiday |
| 28/12/26 | 15b | Holiday | Holiday | Holiday | Holiday | Holiday |
| 04/01/27 | 16 | Core Session | Core Session | Core Session | Core Session | Core Session |
| 11/01/27 | 17 | ITaP 2 | ITaP 2 | ITaP 2 | ITaP 2 | ITAP 2 |
| 18/01/27 | 18 | Professional Studies Long Placement | Professional Studies Long Placement | Professional Studies Long Placement | Professional Studies Long Placement | Subject Session |
| 25/01/27 | 19 | PGCE | Long Placement | Long Placement | Long Placement | Subject Session |
| 01/02/27 | 20 | Core Session | Long Placement | Long Placement | Long Placement | Subject Session |
| 08/02/27 | 21 | ITaP 3 | ITaP 3 | ITaP 3 | ITaP 3 | ITaP 3 |
| 15/02/27 | 21a | Holiday | Holiday | Holiday | Holiday | Holiday |
| 22/02/27 | 22 | PGCE / Core Session | Long Placement | Long Placement | Long Placement | Long Placement |
| 01/03/27 | 23 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 08/03/27 | 24 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 15/03/27 | 25 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 22/03/27 | 26 | Core Session | Long Placement | Long Placement | Long Placement | Bank Holiday |
| 29/03/27 | 26a | Bank Holiday | Holiday | Holiday | Holiday | Holiday |
| 05/04/27 | 26b | Holiday | Holiday | Holiday | Holiday | Holiday |
| 12/04/27 | 27 | ITaP 4 | ITaP 4 | ITaP 4 | ITaP 4 | ITaP 4 |
| 19/04/27 | 28 | Long Placement | Long Placement | Long Placement | Long Placement | Subject Session |
| 26/04/27 | 29 | Long Placement | Long Placement | Long Placement | Long Placement | Subject Session |
| 03/05/27 | 30 | Bank Holiday | Long Placement | Long Placement | Long Placement | Long Placement |
| 10/05/27 | 31 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 17/05/27 | 32 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 24/05/27 | 33 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 31/05/27 | 33a | Bank Holiday | Holiday | Holiday | Holiday | Holiday |
| 07/06/27 | 34 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 14/06/27 | 35 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 21/06/27 | 36 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 28/06/27 | 37 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement |
| 05/07/27 | 38 | Long Placement | Long Placement | Long Placement | Long Placement | Subject Session |
| 12/07/27 | 39 | Long Placement | Long Placement | Long Placement | Next steps | Conference/Graduation |

# Ofsted Report | June 2026

SWIFT Teacher Training was inspected by Ofsted under the ITE Inspection Framework in June 2026. Both Primary and Secondary courses were rated Strong Standard in all areas. We are extremely proud of the report, which celebrates the high-quality experience of our trainees and the expertise of our team and partners.




# Some highlights

"Trainees become highly skilled and confident entrants to the profession, fully equipped to sustain teaching careers in their local area."

"Trainees have a genuine sense of belonging."

"Through high-quality mentoring and carefully aligned training, trainees make substantial gains in knowledge, confidence and classroom effectiveness."

"Trainees leave the programme as knowledgeable, resilient and highly capable teachers who are well equipped for employment."

(Ofsted 2026)

# Find out more

Visit our website HERE

Email us at admissions@swiftteachertraining.org.uk

Call us on 01626 882828

SWIFT Teacher Training