UNIVERSITY *of* WORCESTER

PGCE Secondary

Partnership Handbook (for schools) 2024-25

"Trainees benefit from an exceptional learning experience at the University of Worcester. This experience instils in them a deep-rooted commitment to making a difference to the lives of the children and young adults in the communities they serve."
(University of Worcester Ofsted Report, 2023)

Institute of Education

Ofsted
Outstanding
Provider

"Leaders deliberately design programmes that interweave the critical knowledge that trainees need. In the primary and secondary phases, trainees get regular and high-quality opportunities to practice this knowledge in various settings."

(University of Worcester Ofsted Report, 2023)

Clarification of terminology

The Department for Education (DfE) refers to the preparation of new teachers as Initial Teacher Training (ITT). Ofsted refer to Initial Teacher Education (ITE). When referencing the DfE - ITT is used in this booklet. When referencing Ofsted - ITE is used. As the terms education and training are different, but not mutually exclusive the term ITTE (Initial Teacher Training and Education) is used in relation to the PGCE secondary course at the University of Worcester.

CONTENTS

SECTION 1:
AIMS AND PRINCIPLES

Welcome to the University of Worcester PGCE Secondary Partnership Handbook (for schools) 2024-25

This guidance provides the essential information about the University of Worcester Secondary Partnership: Core and Regional Training Hubs. At the heart of the course is the notion of partnership. Partnership implies a full recognition of the part to be played by trainees, school and university staff and the close collaboration between them.

The partnership between trainees, schools and the university recognises that the well-being of pupils in partner schools takes priority over all other considerations. The partnership believes that learning to teach should be an informed and gradual process and not just a 'survival' approach. Research shows that collaborative work is a positive and effective way to develop in vocational settings and offers the best support to develop skills for a complex role.

At the heart of good teaching is the desire to promote learning and the love of learning. Nothing is taught until it is learnt. To achieve this, the programme aims to develop teachers who are:

- Resilient, supportive professionals with strong values and high standards of personal conduct.
- Effective communicators who collaborate to support wider educational opportunities for all.
- Ambitious participants who are creative and informed intellectuals and promote a love of learning.
- Confident and critically reflective practitioners motivated to continually improve practice.
- Highly skilled and inspirational subject/phase specialists committed to ensuring the safety, well-being and educational progress of all learners.

We value our partnership and the positive impact trainee teachers can have in the classroom.

> **"Great teachers continuously improve over time, benefiting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching."**
>
> (ITT Core Content Framework 2019, p3).

SECTION 2:
ESSENTIAL INFORMATION

This guidance should be read in conjunction with the 'Inspiring Partnership' website –
www.worc.ac.uk/about/academic-schools/school-of-education/secondary-partnerships/documentation.aspx
The website includes information and examples of paperwork relevant to trainees.

If you have queries the first point of contact is the subject tutor. You can also contact the course administrator - Claire Rowlands (c.rowlands@worc.ac.uk), the Head of Partnership - Suzanne Lawson (s.lawson@worc.ac.uk) or PGCE Course Leader - Sarah Emmerson (s.emmerson@worc.ac.uk). For matters concerning Regional Training Hubs contact - Yvonne Cashmore (y.cashmore@worc.ac.uk).

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SL = Subject Leader		

University of Worcester PGCE Secondary Calendar 2024-25

Wk	Date	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
1		BANK HOLIDAY					
2	2/9				WC, S, S, S	WC, PS, PS, PS	Subject hrs = 64 PS = 29 EA = 1 Intensive days = 5 Placement days = 15
3	9/9	PS, PS, PS	S, S, S	S, S, S	S Online, DT	S, S, S	
4	16/9	E&M ITAP 1	E&M ITAP 2	E&M ITAP 3	E&M ITAP 4	E&M ITAP 5	
5	23/9	PS, PS, PS	S, S, S	S, S, S	S, S, S	S, S, DT / Ass A Launch	
6	30/9	PS, PS, PS	S, S, S	S, S, S	School 1 induction	School 1 induction	
7	7/10	PS, PS, PS	EA, S, S, DT	School 1 induction	School 1 induction	School 1 induction	
8	14/10	School 1	School 1	School 1	School 1	School 1	
9	21/10	School 1	School 1	School 1	School 1	School 1	
10	28/10	DIRECTED TIME					Subject hrs = 14 PS hrs = 2 EA hrs = 2 Intensive days = 1 Placement days = 31
11	4/11	School 1	School 1	School 1	School 1	School 1	
12	11/11	School 1	School 1	School 1	School 1	EA, S, S	
13	18/11	S, S, PS	School 1	School 1	School 1	School 1	
14	25/11	School 1	School 1	School 1	School 1	School 1	
15	2/12	School 1	School 1	School 1	E&M ITAP 6	Writing Retreat	
16	9/12	School 1	School 1	School 1	School 1	School 1	
17	16/12	School 1	School 1	School 1	School 1	School 1	
18	23/12	HOLIDAY	HOLIDAY	BANK HOLIDAY	BANK HOLIDAY	HOLIDAY	
19	30/12	HOLIDAY	HOLIDAY	BANK HOLIDAY	HOLIDAY	HOLIDAY	Subject hrs = 50 PS hrs = 30 EA hrs = 8 Intensive days = 5 Placement days = 9
20	6/1	Directed Time	S, S, S	S, S, S	PS, PS, PS	Enhancement Activity	
21	13/1	T4L ITAP 1	T4L ITAP 2	T4L ITAP 3	T4L ITAP 4	T4L ITAP 5	
22	20/1	PS, PS, PS	S, S, S	S, S, S	S, S, S	S, S, S	
23	27/1	PS, PS, PS	S, S, S	EA, S, DT	School 2 induction	School 2 induction	
24	3/2	PS, PS, PS / Ass A submission	S, S, S / Ass B launch	S, S, S	School 2 induction	School 2 induction	
25	10/2	School 2	School 2	School 2	School 2	School 2	
26	17/2	DIRECTED TIME					
27	24/2	School 2	School 2	School 2	School 2	E&M ITAP 7	Subject hrs = 16 PS hrs = 0 EA hrs = 2 Intensive days = 7 Placement days = 25
28	3/3	T4L ITAP 6 / Ass A feedback	School 2	School 2	School 2	School 2	
29	10/3	School 2	School 2	School 2	School 2	School 2	
30	17/3	School 2	School 2	School 2	School 2	School 2	
31	21/3	School 2	School 2	School 2	School 2	School 2	
32	31/3	School 2	School 2	Writing retreat	S, S, S	S, S, EA	
33	7/4	AfI ITAP 1	AfI ITAP 2	AfI ITAP 3	AfI ITAP 4	AfI ITAP 5	
34	14/4					BANK HOLIDAY	
35	21/4	BANK HOLIDAY		Ass B submission			Subject hrs = 0 PS hrs = 0 EA hrs = 0 Intensive days = 2 Placement days = 17
36	28/4	School 2	School 2	School 2	School 2	School 2	
37	5/5	BANK HOLIDAY	School 2	School 2	School 2	School 2	
38	12/5	School 2	School 2	School 2	School 2	School 2	
39	19/5	AfI ITAP 6	AfI ITAP 7 / Ass B feedback	School 2	School 2	School 2	
40	26/5	BANK HOLIDAY	DIRECTED TIME				
41	2/6	Presentations/School	Presentations/School	School 2	School 2	School 2	Subject hrs = 8 PS hrs = 2 Intensive days = 0 Placement days = 23
42	9/6	School 2	School 2	School 2	School 2	School 2	
43	16/6	School 2	School 2	School 2	School 2	School 2	
44	23/6	School 2	School 2	School 2	School 2	School 2	
45	30/6	School 2	School 2	School 2	School 2	S, PS, WC, DT	

S= Subject sessions 152hrs, PS = Professional Studies 63hrs EA = Enhancement Activities, Sch = Placements 120 days, DT = Directed Time

ITAP Themes: Explanation and Modelling, Talk for Learning, Assessment for Impact

April 2024

Please note trainees will be in university on the following days during the main placement periods:

Autumn Term

15 November, 18 November, 5&6 December 2024.

Spring/Summer Term

 28 February, 3 March, 2-4 April, 7-10 April, 19&20 May and either 2 or 3 June.

Trainees will also be in university for a tutorial at the end of the course.

When planning timetables please take into account that trainees will not be in school on these days. Where lessons are scheduled for this planned absence, please work in partnership with the trainee to plan the lessons ensuring that all parties know what is to be taught.

Deadline for School Reports

School reports, that have been shared and discussed with the trainee, must be emailed to c.rowlands@worc.ac.uk by the deadlines below. Report templates and exemplars can be found on the Partnership webpage.

First School Report	12th December 2024
Second School Report	27th March 2025
Final School Report	19th June 2025

Mentor Training

As set out in the ITT Quality Requirements, in the 2024/25 academic year (between 1 September 2024 and 31 August 2025), schools that offer ITT placements will need mentors to receive sufficient high quality training to ensure they can effectively support trainee teachers. Schools can claim for the actual hours of training undertaken by the mentor to a maximum of 20 hours.

This funding will help with the cost of teachers being away from the classroom while they train. This could include:

* paying for someone to take over lessons while a teacher is training;
* paying for someone to teach if a teacher takes time off in lieu to train;
* overtime payment to the teacher, if they are training outside of normal working hours (teacher workload should be carefully considered in such cases);
* paying for any costs that come from reducing a teacher's other responsibilities so they have time to train.

This funding applies to schools that:

* offer placements to ITT trainees, including independent schools and further education organisations;
* have mentors working with ITT trainees who started their training at any time between 1 September 2024 and 31 May 2025.

How to claim funding - see Initial Teacher Training (ITT): Reform Funding

Schools will be able to claim £876 (£43.80 per hour) per mentor at the end of the 2024/25 academic year and will be paid in arrears between September 2025 and January 2026 for any mentor that mentors at least one trainee and completes the training. When schools make a claim, DfE may ask for evidence of:

* a mentor's employment at the school, such as a copy of their employment contract or payslips from the 2024/25 academic year
* arranging placements at their school for ITT trainees, such as communication with providers to organise this
* the hours of initial mentor training.

Mentors who cannot continue mentoring

A school can claim funding when a mentor does their initial training between 1 April 2024 and 31 May 2025, starts mentoring a trainee but then cannot continue mentoring due to unforeseen circumstances. The school should arrange a new mentor for the trainee. The school can also claim funding for both mentors if they both did their training between 1 April 2024 and 31 May 2025.

A school cannot claim funding if a mentor completed their training but does not work with a trainee, unless this is due to trainees withdrawing before mentoring could start.
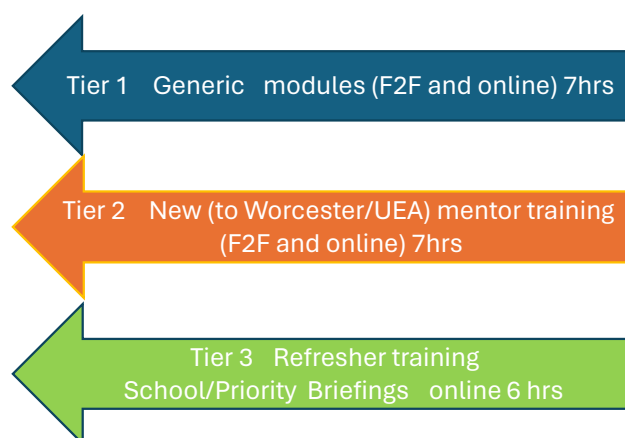
Mentors training with different providers

Each ITT provider can develop their own mentor training, which can result in different training for mentors working with different providers. If a school hosts trainees from different providers, a teacher acting as a mentor might have to undertake their initial mentor training with each provider, but the accredited provider will consider prior training when deciding what aspects of their mentor training a mentor should complete.

Schools can claim funding for the time a teacher spends training at each provider. For schools to claim this funding, a mentor must have worked with a trainee who started their ITT in the 2024/25 academic year (between 1 September 2024 and 31 May 2025).

Schools must ensure a trainee has one dedicated mentor during their placement. Other teachers may support elements of the trainee's placement, but schools can only claim funding for the training time of the trainee's dedicated mentor.

In partnership with ITT providers across the West Midlands mentor training is divided into three tiers.

Tier 1   Generic   modules (F2F and online) 7hrs

Tier 2   New (to Worcester/UEA) mentor training (F2F and online) 7hrs

Tier 3   Refresher training School/Priority Briefings   online 6 hrs

Tier 1 Mentor Training (for all mentors hosting a trainee in 2024/25) (6 hours + 1 hour skills audit)

TIER 1 MENTOR TRAINING
Wednesday 11th September
Tuesday 19th November
Wednesday 15th January
Monday 24th February
Wednesday 30th April

This training is recommended unless accredited prior learning can be claimed*. A variety of delivery modes will be available including face-to-face and online. It covers three modules agreed across West Midlands ITT providers

- Effective Mentoring;
- Instructional Coaching;
- Giving Effective Feedback.

Tier 2 Mentor Training (for all mentors hosting a trainee in 2024/25 unless 'New to Worcester Mentor Training' has been completed recently) (7 hours)

This training will be held face-to-face on the dates below and is also available online. To book a place contact Natalie Taylor (natalie.taylor@worc.ac.uk)

NEW MENTOR TRAINING – PHASE 1	NEW MENTOR TRAINING – PHASE 2
Friday 27 September	Friday 10 January
Wednesday 23 October	Wednesday 12 February

Tier 3 Mentor Training - School Priority Briefings (6 hours)

The range and scope of training for mentors changes to meet the needs of the partnership in response to course priorities. There is an expectation that all mentors (subject and professional) hosting a trainee attend Tier 3 school briefings (autumn and spring). These are across a two-week period online. **In 2024-25 the school briefings will also include a subject update. Professional mentors can attend any briefing on any day. Subject mentors must attend on a day when their subject is listed.** Professional mentors are urged to attend one of these meetings as a priority and monitor that all active subject mentors also attend. Places are booked online (see SWAY newsletters) or by contacting natalie.taylor@worc.ac.uk.

Tier 3 Online School Priority Briefings and Subject Updates - Autumn Term

DATE	TIME	SUBJECT UPDATE
Tuesday 24 September	4.15-5.30	PMs, maths, English, science, and computer science
Wednesday 25 September	4.15-5.30	PMs, art & design, D&T, MFL, and psychology
Thursday 26 September	4.15-5.30	PMs, geography, history, RE, business, and PE
Monday 30 September	4.15-5.30	PMs, art & design, D&T, MFL, and psychology
Tuesday 01 October	4.15-5.30	PMs, geography, history, RE, and business
Thursday 03 October	4.15-5.30	PMs, maths, English, science, computer science and PE

Tier 3 Online School Priority Briefings and Subject Updates - Spring Term

DATE	TIME	SUBJECT UPDATE
Monday 20 January	4.15-5.30	PMs, maths, English, science, computer science and PE
Tuesday 21 January	4.15-5.30	PMs, art & design, D&T, MFL, and psychology
Wednesday 22 January	4.15-5.30	PMs, geography, history, RE, and business
Monday 27 January	4.15-5.30	PMs, art & design, D&T, MFL, psychology and PE
Tuesday 28 January	4.15-5.30	PMs, geography, history, RE, and business
Thursday 30 January	4.15-5.30	PMs, maths, English, science, and computer science

DATE	TIME	SUBJECT UPDATE
Monday 24 March	4.15-5.30	PMs, maths, English, science, computer science and PE
Tuesday 25 March	4.15-5.30	PMs, art & design, D&T, MFL, and psychology
Thursday 27 March	4.15-5.30	PMs, geography, history, RE, and business
Monday 31 March	4.15-5.30	PMs, art & design, D&T, MFL, psychology and PE
Tuesday 1 April	4.15-5.30	PMs, geography, history, RE, and business
Wednesday 2 April	4.15-5.30	PMs, maths, English, science, and computer science

Mentor Training - *Accredited Prior Learning

Prior learning of equivalent learning will be considered so that training is not unnecessarily repeated. This may include a reduction in the number of hours to ensure no replication of content. Typically this may include modules completed with other providers, ECT training and the NPQ in Leading Teacher Development. (NPQLTD) This has been agreed by all ITT providers across the West Midlands. This process requires proof that learning outcomes match and are tracked by the University

The mentor training curriculum does not have to be completed before mentors can begin to support trainees, but the university will ensure that mentor training is aligned to the trainees' needs throughout their ITT course.

Mentor Refresher Training (6 hours)

Tier 3 mentor training engages all new and experienced mentors. For experienced mentors who have completed the neccessary training this tier 3 training is classed as annual refresher training. Tier 3 training focuses on enhancing mentoring skills as identified from internal quality assurance data. Additionally, asynchronous, timely mentor 'spotlights' and lead mentor (university) visits are used when responsive training is required.

The Accredited Provider

The provider, University of Worcester, is an accredited mainstream ITT provider. It is accountable and responsible for the ultimate recommendation of the award of Qualified Teacher Status (QTS). The provision must therefore be compliant with the DfE ITT:Criteria and Supporting Advice and align with the Ofsted ITE Inspection handbook.

This will be achieved through close cooperation between the partner school and the University of Worcester.

The following roles and responsibilities should be read in conjunction with the detailed responsibilities set out in the relevant placement documentation.

The Quality Handbook details course governance.

Head of Department (University) undertakes the following:

- Engaging effectively with all aspects of work in the Institute of Education (university) actively contributing to its strategic leadership in maintaining and enhancing excellence in all that is undertaken.
- Is responsible for the quality of provision within the Department. Oversees all work within the Department, delegating aspects appropriately.
- Ensures resources are in place for the effective delivery of programmes, including the assignment of expert lead mentors (university), effective managerial procedures and learning resources.
- Ensure QA processes across all aspects of the programmes to assure of high-quality provision.

Strategic Partnership Lead (University) undertakes the following:

- Coordination of the central placement team to oversee the organisation for placements to ensure an excellent student experience including overseeing expectations regarding trainee workload.
- Quality assurance of new placement settings and sourcing new placements based on subject and regional need for trainees.
- Work with lead mentors (university), Regional Training Hub leads and professional mentors and ITT mentors, to support a cohesive teacher training and education programme including overseeing all correspondence to the partnership and development of the partnership webpages.
- Application of quality assurance and enhancement processes across the partnership.
- Planning and delivery of core trainee school induction processes in university.
- Updating and overseeing the administration of all partnership agreements and finance payments as agreed by the Strategic Governance Board.
- Development of partnership handbooks and resources.
- Oversight of the management of partnership data including: records of partnership engagement, collection and collation of data to inform the self-evaluation document, mentor and trainee satisfaction surveys.
- Coordinate and chair the PGCE Secondary Governance Board.
- Work with UW Regional Training Hubs to support the regional delivery of ITTE.
- Ensure all aspects of the partnership work is in-line with the Professional Regulatory Body requirements (for example, Ofsted and DfE) and overseeing all ITT criteria documents.

Mentoring Lead (university) undertakes the following:

- Development of mentor training, in close collaboration with course leaders, Regional Training Hubs and ITaP delivery partners. This includes generic training (tier 1), subject mentor training (tier 2) and school briefings / refresher training across all routes (tier 3).
- Oversee supervision and quality assurance of mentoring across the partnership.
- Design and delivery of training for lead (university) and ITT (general) mentors.
- Close working with mentors delivering ITaPs and co-design of such elements.

Course Leader (university) undertakes the following:

- Lead, manage and effectively deliver the PGCE secondary course ensuring coverage of the ITT Early Career Framework (ITTECF).
- Lead, manage, and co-design the ITaP component of the UW ITT curriculum with ITaP delivery partners.
- Ensure that the workload of trainees is manageable.
- Market the course offer, recruit trainees and help potential trainees to navigate the market.
- Lead and assist in the recruitment and admissions process overseeing all selection procedures.
- Oversee clearance and suitability checks on applicants such as Enhanced Disclosure and Barring Service (DBS), prohibition checks in partnership with the university admission teams.
- Embed quality assurance processes into the course design and delivery.
- Oversee the management, progress, safeguarding and health and well-being of trainees.
- Oversight of trainees' progress on placement through the year and identification of interventions or modifications where required.
- Work with the Head of Strategic Partnership to develop excellent working relationships with Regional Training Hubs, ITaP partners, placement settings, and other partners to enhance provision.
- Contribute effectively to Ofsted inspections.
- Foster effective communication and course evaluation mechanisms including the management of the student and staff: liaison committee and course representatives.
- Ensure that all course documentation for prospective and current trainees is current and accurate including the VLE and electronic portfolio.
- Manage the annual evaluation reporting cycle effectively to analyse and draw conclusions from data to inform critical reflection and evaluation, enhancement planning and appropriate actions.
- Communicate effectively with external examiners, including responding to their reports and managing the moderation process.

Regional Training Hub Coordinator (university) undertakes the following:

- To build relationships with Regional Training Hubs (RTH) and support recruitment and procurement of placements within the RTH region.
- To liaise with Regional Training Hub (RTH) Leads to ensure there is good communication between UW and the RTH.
- To liaise with Regional Training Hub Plus partners to support them fulfiling their strategic and operations responsibilities.
- To facilitate the sharing of good practice across the RTHs.
- To co-ordinate the Lead Mentors/Mentor Leadership Teams and the overall training for each hub (working with Strategic Partnership Leads).
- To quality assure the Lead Mentors/Mentor Leadership Teams e.g. co-visits.
- To develop the training for the Lead Mentors/Mentor Leadership Team members (working with the mentor lead).
- To quality assure the delivery of the ITT programme, ensuring that delivery adheres to the agreed provision.
- To collate feedback to support the development of the programmes.
- To offer bespoke training for schools within the Regional Training Hub.
- To attend and contribute to training hub meetings, hub recruitment events and training hub strategic meetings.
- To contribute to the tracking meetings for the region and feed information back to Course Leaders.

Lead mentor (university) undertakes the following:

- Design of a research informed curricular appropriate to the subject, phase and age range crafting experiences and activities, that goes beyond the minimum requirement of the ITT Core Content Framework into a coherent sequence that supports trainees to succeed in the classroom.
- Where appropriate, co-deliver professional studies training in any Regional Training Hub in partnership with Training Hub coordinators.
- Work in partnership with expert colleagues.
- Maintain regular communication with the trainee and school, organising at least one placement visit per term, liaising with the professional and subject mentor in advance.
- Support trainees to manage their own workload and well-being whilst they train and as they embark on their career in school.
- Provide pastoral, academic support and career guidance.
- Quality assure placements, and judgements against the curriculum, by conducting joint observations with the subject mentor and/or professional mentor and observing the feedback.
- Providing feedback to the partnership using the School Visit Form to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of the electronic portfolio to track trainee progress and well-being providing timely intervention as appropriate.
- Moderate trainee outcomes across schools, subjects, routes and age phases.
- Monitor trainee progress against the trainee curriculum, identifying where intervention/modification is required using targeted support plans.
- Establish robust mechanisms for trainees to raise concerns about training/mentoring experience.
- Ensure purposeful integration of the trainee curriculum and school experience.
- Supervise, support and quality assure subject ITT mentors ensuring training standards are met.
- Train subject/phase specialist mentor to ensure every trainee receives weekly 1.5 hours mentoring entitlement.
- Plan intensive training and practice (ITaP) components which consolidate trainees' understanding of the evidence base shaping teaching practice and its application to subject/phase thus increasing coherence between theory and practice in schools.
- Ensure compliance of ITaP components and that trainees receive their entitlement to 5 hours per week of expert support.
- Mark and moderate assignments.

Professional mentor (school) undertakes the following:

- To be the first point of contact, and to maintain communication, with the trainee, subject mentor (school), Regional Training Hubs (if applicable) and university partnership.
- Support the welfare and undertake the supervision of the trainee whilst on placement.
- Support trainees to manage their own workload and well-being.
- Organisation and quality assure the school experience, ensuring trainee entitlement and moderation of interim and end point assessments.
- Provide an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct) information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaise with Regional Training Hub leads (if applicable), lead mentors (university) and ITT mentors (school) on the needs assessment of the trainee, providing intervention in a timely manner.
- Ensure all active mentors have QTS and are University of Worcester mentor trained prior to hosting placements.
- Attend school briefings (autumn and spring) and monitor the attendance of all active subject mentors at these briefings.
- Ensure the delivery of the professional studies programme in the school as applicable.

Subject ITT mentor (School) undertakes the following:

- Day to day supervision, opportunities for deliberate practice and instructional coaching, providing a suitable timetable across two Key Stages (4 year groups) for the trainee and access to relevant department and school documentation including access to schemes/units of work and pupil data.
- Ensure the completion of 2 lesson observations per week and coordinate feedback in line with partnership documentation.
- Arrange regular and undisturbed weekly review sessions to review progress and set SHARP targets that are regularly monitored.
- Work with professional mentors, Regional Training Hub leads (if applicable) and lead mentors (university) to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support trainees to manage their own workload and well-being whilst they train.

Professional and subject mentors will both:

- Liaise and communicate with the lead mentor (university), and as applicable regional training hub leads on the progress and assessment of the trainee against the curriculum.
- Observe and monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation form.
- Facilitate the trainee's school-based assignments within the classroom, liaising with other teachers if appropriate.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue their own CPD; investing time to develop a good working relationship with the University (mentor standard 4) including new mentor training and attendance at two school briefings per year.
- When applicable participate in ITE Ofsted inspections and external examiner/course moderator visits.

Regional Training Hub Lead in liaison with the University of Worcester undertakes to:

- Actively advertise and recruit Regional Training Hub teacher training places.
- Work collaboratively with the University of Worcester in the two-stage selection process. The hub is responsible for the school interview process and the University of Worcester is responsible for the university interview process with both parties agreeing the offer.
- Ensure recruitment is in accordance with the Initial teacher training (ITT): criteria and supporting advice.
- Carry out suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association (as applicable for salaried routes).
- Plan and deliver Regional Training Hub trainee school induction processes.
- Organise appropriate hub main and second placements for trainees.
- Quality assurance placements across the Regional Training Hub partnership.
- Provide a programme of training agreed through the University of Worcester.
- Ensure that trainees are available to attend all university-based taught sessions and any additional courses as required by the programme on which the trainee is registered.
- Ensure the delivery of an appropriate professional studies programme within the hub ensuring compliance with the ITE Core Content Framework.
- Agree representation at the appropriate Course Committees including the Secondary Phase Governance Board and the Strategic Governance Board as applicable.
- Supply appropriate Regional Training Hub documentation.

Course administrator/Partnership co-ordinator will undertake, with the schools, lead mentors (university) and trainees, to:

- Collate core school offers and match trainees to suitable placements that meet their needs.
- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Ensure that trainees are placed in at least 2 high quality school settings including schools with post-16 provision for those on the 11-16 with post-16 enhancement route.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Be the liaison point in the partnership between trainees, schools and the university including the administration of school documentation.
- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.
- Administer finance payments relating to school experience.

Mentor co-ordinator will undertake to:

- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.

Trainees are expected to behave as teachers, maintaining a professional stance at all times i.e. to meet the Teachers' Standards (2013) parts 1 and 2 by the end of the course. Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Secondary PGCE Trainee Teacher Code of Conduct.

Whilst on placement trainees are entitled to:

- One subject mentor meeting focused on review, coaching and planning (one hour per week)
- Professional studies taught programme organised by the professional mentor
- Two formal written subject observations per week
- Two post-lesson conversations (15 minutes each minimum)
- One joint observation by the professional mentor (or deputy) during the placement to quality assure the standard of mentoring and standardise judgements across the school (as applicable)
- Access to policies and related documents

Guidance for Initial Teacher Training requires all providers to ensure trainees are given sufficient time being trained in schools. This means that typically trainees spend 120 days (24 weeks) on placement. School experience is arranged in three phases:

- Phase 1 - induction and school experience 1 (autumn term)
- Phase 2 - school experience 2 (spring term)
- Phase 3 - school experience 2 (summer term)

Please remember that trainees are novices with minimal experience in a classroom. They are learning to become teachers. Whilst they are on placement with you they are training within our partnership, and we support them together. The university is responsible for the framework of the training but it is the experience with you in the classroom where they practise to become teachers.

The ITT Core Content Framework has been used to help co-design our curriculum (think of it as the PGCE syllabus but we have added more). The curriculum design is based on years of experience in training teachers and is underpinned by the evidence of what makes great teachers. Our ITTE curriculum is ambitious and goes beyond the minimum entitlement set out in the ITT Core Content Framework.

Purposeful Integration

It is essential that centre-based and placement-based training are purposefully integrated to ensure that trainees make the best possible progress in their teaching. Mentor training (tiers 1, 2 and 3) will provide mentors with a deep understanding of the curriculum, the relevant research base which informs it and roles in supporting its delivery and practice. Communication from the university will provide you with prompts and reminders to ensure in-school experiences are seamlessly coherent with the training curriculum. In university and school trainees will purposefully practice key concepts, supported by high quality feedback, in preparation for delivery in the classroom. Purposeful integration will be quality assured by lead mentor (university) during school visits and the weekly review of trainees' PebblePad portfolios.

Attendance – Our attendance and punctuality expectations ensure that trainees have the curriculum subject knowledge required for school experience and that they consistently demonstrate the professionalism required in Part 2 of the Teachers' Standards (Department for Education, 2013).

Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored by the University on an individual basis in order to support the trainee. Persistent absence or lateness will result in students being interviewed by the Course Leader to ascertain commitment to the course and review progress. The Head of Department may also be informed and may be involved in this interview process.

Absence from university and school sessions may result in bursary payments being suspended.

All trainees must have the opportunity to work in two schools for a minimum of 120 days. They must record attendance on PebblePad.

As noted in the trainee code of conduct trainees have the following responsibilities:

- *There is a requirement to attend all days in University and in school unless you have agreed mitigating circumstances. You should arrive in good time and dress appropriately.*

- *If you are going to be absent from University – contact your tutor. If you are going to be absent from school – messages MUST be given to the appropriate member of staff following normal school procedures. You should also contact the course administrator and your subject tutor in University. An absence of five days should be followed up by a Doctor's note.*

- *Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. All planned absence from school must be made up. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your school mentor.*

- *Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable.*

- *Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.*

Lead Mentor (university)/**Tutor visits** - All trainees have a designated university subject tutor (called a lead mentor). The lead mentor (university) will work collaboratively with the trainee and the school, and should be the first point of contact. During the two school experiences, the lead mentor (university) will arrange suitable times to visit the trainee notifying the professional mentor, subject mentor and trainee of all plans. The visit will last approximately 2 hours.

Purpose: The lead mentor (university) is there primarily to visit and support the subject mentor. The purposes of the joint observation is to aid consistency of experience across schools and to help develop the skills of mentors. On occasions a moderating tutor may accompany the lead mentor (university) to quality assure the consistency of mentoring across subjects and schools.

During the lesson: The essential part of the visit, for achieving consistency of judgement, is for joint observation to take place and for the subject and lead mentor (university) to compare their assessment of the lesson. Ideally, this will happen immediately after the lesson.

After the lesson: Ideally, the lesson will be followed by a brief discussion between the subject and lead mentor followed by a mentoring conversation with the trainee. The mentoring conversation should always start with the trainee being asked for their views. A useful first question is 'what did you enjoy about the lesson'? On all visits the school based subject mentor should lead the post lesson conversation. There will be times when the lead mentor (university) adds to the conversation as part of the collaborative process.

During the autumn term and the early weeks of the spring term the emphasis should be formative feedback and on the identification of SHARP priorities for development (see section 6). Lead (university) and subject mentors will focus on whether the right priorities are being identified, the quality of the evidence against the curriculum and if progress is satisfactory for this stage of the course. Summative assessment against the Teachers' Standards is only made at the end of the course.

After the tutor visit: The lesson observation from the mentor should be shared with the trainee. Tutor documentation from the visit should also be shared with the trainee, subject mentor, professional mentor and alliance lead (if applicable).

As part of the quality assurance process tutors will also periodically review the lesson observations uploaded by trainees onto PebblePad and may provide feedback to the mentor, copying in the professional mentor, as applicable.

Trainees who are a cause for concern - In agreeing to accept the placement the school has recognised the role and responsibilities that it has for supporting and training the trainee. The PGCE secondary course has a clear Targeted Support Procedure. Details can be found on the partnership website.

Exceptional circumstances: a major sudden crisis

In the event of a major sudden crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Head of Partnership should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practice procedures:
http://www.worcester.ac.uk/registryservices/documents/ FitnesstoPractiseProcedures.pdf

In the event that a school is unwilling for a trainee to continue, the lead school or university may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the place on the course will terminate.

Please note a school has the right to withdraw a placement at any time.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the university will be offered.

Temporary withdrawal – Sometimes a trainee's circumstances change and interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with their subject tutor, school mentor, alliance lead (if applicable), and the PGCE Course Leader. The Head of Partnership should also be notified. Where appropriate, a decision may be granted that will allow for temporary withdrawal until circumstances allow continuation. This would normally be within one year. Trainees will be expected to pay course fees on their return. For School Direct, it may not be possible to return to the base school, however the lead school will endeavour to arrange a suitable placement with an alternative school.

Trainees must arrange to meet with the Course Leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

What is an ITAP? - In 24/25 we will be delivering three Intensive Training and Practice elements - ITAPs. The themes will be:

- Explaining and modelling (autumn term – phase 1)
- Talk for Learning (spring term – phase 2)
- Assessment for impact (summer term - phase 3)

The intensive training and practice element is designed to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to intensify the focus on specific, pivotal areas.

Intensive training and practice will also build powerfully the link between evidence-based theory and practice. As the main aim is to strengthen the link between evidence and classroom practice, some elements of intensive training and practice will take place in selected school environments during university training time. An ITAP typically last for one week with follow up during school placements. Mentor Training in 24/25 will explain the delivery of ITAPs and the role of school based mentors.

"Intensive training and practice (ITAPs)...help consolidate trainees' knowledge of key evidence-based principles for effective teaching, and to enable them to practise their application and integration into their developing professional practice".

(Department for Education, December 2023)

Assignments

Trainees complete two assignments during the course. The first assignment (A) is submitted in January but is completed during the autumn term school experience. The purpose of this assignment is to develop understanding as to what makes effective learning and teaching in the trainee's subject. They will produce a high quality and creative resource that shows a systematic understanding of some of the key aspects of teaching and learning in their subject. They will use the resource during the delivery of a short sequence of lessons in the autumn term. It is important that they scrutinise the resource and the subsequent learning from a learner-centred perspective.

Writing assignment A provides trainees with the opportunity to integrate what they have learnt from taught sessions at university and independent reading with their experiences in school. They are expected to engage with an appropriate range of literature about theories related to learning. Furthermore, they must critically examine the impact that the resource and teaching has on student learning outcomes in their subject. The reflective commentary needs to focus on subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion. The most important aspect of the assignment is the critical self-reflections on how this experience will impact on future practice particularly regarding ensuring pupil progress in terms of pupils knowing more, remembering more and being able to do more.

Assignment B is completed in the spring/summer terms. This assignment is about evidence informed teaching. It involves the appraisal of personal professional practice to develop evidence informed teaching based on an area of interest or personal challenge. This should be an area of practice that the trainee wishes to develop, an aspect that they are interested in, it could be linked to their specialist Enhancement Activity or an area of future professional development.

The assignment is in 2 parts. Part 1 is a literature review of current research relating directly to the key theme they have selected. Part 2 is a presentation that seeks to use an evidence informed approach to evaluate the potential impact that the literature review will have on learning and teaching in the classroom. As part of the formative assessment process for this assignment trainees need to present their work in school during the week beginning 19 May 2025. During this formative assessment the audience should include either the subject and/or the professional mentor. There should be at least two people in the audience, and where possible other trainees or colleagues should watch the presentations.

The professional or subject mentor provides feedback (using the presentation assessment form). This assessment will act as formative feedback to make improvements before the trainee presents in University. After May half term trainees re-present their findings to lead mentors (university) and peers; this will not necessarily be in exactly the same format as presented to the school as the audience is different and the trainee may have made improvements.

In addition, trainees submit evidence in their professional portfolio (PebblePad). PebblePad is an evidence base of progress throughout the year. It is where trainees store evidence that they have met the Teachers' Standards at the end of the course. It will be shared with a range of stakeholders including subject and professional mentors, subject tutors, Ofsted inspectors, external examiners and course moderators. Trainees invite mentors to view their PebblePad at the beginning of each placement. Quality assurance checks will be completed throughout the course to provide the trainee with formative feedback. In addition to the portfolio trainees also complete weekly reviews and a series of transition plans. These are a formative assessment tool so that tutors can assess trainees progress against the intended learning in the ITTE curriculum. This module culminates in the trainee demonstrating that they have met the Teachers' Standards via a viva voce at the end of the course.

"Leaders across the secondary phase have established a truly high-quality provision. From subject tutors to subject mentors, everyone has an unequivocal understanding of their role in helping to develop trainees."

(University of Worcester Ofsted Report, 2023)

SECTION 5: PROCEDURES

PebblePad and Teaching File Information. Trainees are responsible for their digital portfolio (PebblePad). This is a shared on-line platform where trainees store key information, track their progress via weekly reviews and record evidence of their progress towards the intended learning in the ITTE curriculum. At the beginning of each placement trainees will invite subject and professional mentors to view their PebblePad portfolios. Trainees should also keep day-to-day teaching files either as hard copies or electronically. Typically these will include:

- General information about the placement school and department
- Teaching information
- Assessment and attendance records of pupils

Weekly review meetings and use of the (pink) Progression booklet.

It is essential that trainees assess their strengths against the curriculum threads (Behaviour Management, How Pupils Learn, Adaptive Teaching, Subject Knowledge and Pedagogy, Assessment, Professional Behaviours and Equality, Diversity and Inclusion) considering the impact they are having on pupil learning over time. Weekly reviews need to be prepared meticulously by trainees using the template on PebblePad and the (pink) Progression booklet as a guide.

Mentors should use their professional judgement and common sense to assess trainees at a level that is consistent with what should reasonably be expected given the trainee's level of experience. Trainees, mentors and lead mentors (university) track progress periodically using the (pink) Progression booklet in addition to the weekly review meetings. The curriculum threads are presented in this booklet as separate headings, each of which is accompanied by a number of bullet points. The bullets are designed to illustrate the scope of each curriculum thread. At the end of the course mentors, trainees and lead mentors (university) assess trainees against the Teachers' Standards. The progression booklet provides tracking evidence of a trainees strengths' and weakness' to inform targets for the Early Career Phase. The booklet is a formative assessment tool using language from the 'how to' statements of the ITT Core Content Framework.

The (pink) Progression booklet is a formative assessment tool allowing trainees and mentors to periodically self-assess progress (weekly reviews) and set challenging personal targets. The language in the booklet should be used to write focused/SHARP granular targets considering how to move across the grid. Mentors should also use the booklet as guidance when writing formative school reports. "Great teachers continuously improve over time, benefiting from the mentoring of expert colleagues and a structured introduction of the core body of knowledge, skills and behaviours that define great teaching." (ITT Core Content Framework p.3).

The School Professional Studies Programme

The partnership agreement requires professional mentors to provide a school professional studies programme for one hour each week. Although the programme is indicative we ask partner schools to deliver dedicated sessions as shown opposite as these compliment the taught programme in university. The order in which the topics are delivered is a guide as schools may include extra sessions if there is a prevalent agenda. All trainees should receive a copy of the programme at the start of their placement. This should be uploaded onto PebblePad and shared with the university. A template is available on the university partnership website.

Phase 1 - Sessions and training activities

During first induction weeks

Induction

PB

In accordance with the Initial teacher training and early career framework's (ITTECF) 'Learn how to' statements, trainees must:
- Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (8f)
- Know who to contact with any safeguarding, or any pupil mental health concerns (8l)

- Please share the school's operational processes and procedures, for example:
  - The school profile (e.g. aims, ethos, demography)
  - The school day
  - Emergency procedures (first aid, fire, lock-down)
  - Contact details (e.g. for staff absence)
  - Key staff (inc. the designated safeguarding lead)
- Go through safeguarding procedures.
- Ask trainees to read the Child protection policy, Esafety policy & the school's General Data Protection Regulations.
- Provide trainees with key messages from school policies on:
  - Teaching & Learning
  - Behaviour management
  - Assessment
  - Equality, Diversity & Inclusion
- Organise pupil trails/lesson observations across the school. This allows trainees to see the above policies in practice and complete various tasks within their university induction booklet.
- Allocate trainees to a form group and explore opportunities for trainees to carry out their enhancement activities during this term (e.g. second subject contacts, PSHE and Citizenship opportunities, links with EAL and SEND leads, sustainability group etc.)
- Give trainees adequate time in departments to meet with their mentor, get to know the department, familiarise themselves with the curriculum and carry out lesson observations.

Links to content in university

Trainees are:
- Asked to read the DfE's statutory guidance on 'Keeping children in education', 2024.
- Given compulsory safeguarding training.
- Introduced to legislation pertinent to the teaching profession, including the Equality Act 2010.

> **"In phase one, leaders carefully and deliberately introduce trainees to the most pertinent aspects of professional behaviours, how pupils learn, and behaviour management."**
> (University of Worcester Ofsted Report, 2023)

1. How pupils learn

HPL

In accordance with the ITTECF, trainees must discuss and analyse the planning and teaching of 'well-structured lessons' (see part 2 and 4 of the ITTECFs 'Learn how to' statements.

- Please provide a session on the school's current focus around teaching and learning, for example:

  - Hooks/Starters
  - Retrieval practice
  - Explaining and modelling
  - Literacy/numeracy across the curriculum

  - Formative assessment
  - Questioning
  - Effective use of homework
  - Metacognition

This session would benefit from reference to the evidence and research underpinning the school's teaching and learning policy (e.g. Walkthrus, Education Endowment Foundation toolkits) and the strategies from university below.

Links to content in university

Trainees are introduced to some apsects of cognitive science (Willingham's simple memory model, cognitive load theory) and as part of our first 'Intensive training and practise' (ITAP) week, have been given a framework for introducing new content (hook, schema, structure, check-in) and some explaining and modelling strategies for these processes:

- 'Why' first
- Zoom out, zoom in
- Embedding new vocabulary
- Concrete to abstract

- Scaffolded modelling
- Worked examples
- Live modelling
- I do, we do, you do

2. Behaviour management

BM

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Apply rules, sanctions & rewards in line with school policy (1g)
- Reinforce established school and classroom routines (7j)
- Consistently apply the school's behaviour policy, including where individual pupils have an agreed tailored approach (7m)

- Please provide a session on the development of school-specific behaviour management. This might include:
  - A reminder of the behaviour management policy
  - Explaining and modelling of behaviour management strategies
  - Deliberate practice of behaviour management strategies
  - Information from HoY, SLT or pastoral leads about communication with parents, exclusions and reintegration

This session would benefit from reference to the importance of relationships, routines and effective responses (see 'The beginning teacher's behaviour toolkit: A summary' by Tom Bennett, 2016).

Links to content in university

Trainees are introduced to the importance of relationships, routines and effective responses (praise and sanctions) and take part in some deliberate practice and script writing.
Trainees are told that schools may take different approaches to establishing routines and teachers may respond differently to certain behaviours (e.g. zero-tolerance, resorative justice), and that this will have an impact on a school's culture.

During the rest of placement1/autumn term

3. Data and planning

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Identify pupils who need new content further broken down (5a)
- Apply high expectations to all groups, & ensuring all pupils have access to a rich curriculum (5p)

• Please provide a session on how to access and use relevant school, class and individual pupil data (PP, SEND, EAL, grades etc.). This might include:
- A tour of the school's systems and software
- Discussions around who might need additional support in lessons and what strategies have been shared/observed
- Advice on how to transfer this data onto lesson plans
- How to set challenging learning objectives and demonstrate high expectations for all
- How to gather and report information to, and seek information from, the appropriate staff and parents

Links to content in university
Trainees have an introduction to data which includes national measures such as progress 8, examples of school data used to predict grades (e.g. FFT) and the types of class data that will be shared with them such as PP, EAL and SEND information. We discuss how this information can be used to plan and adapt our teaching accordingly, but should not lower our expectations of certain pupils. We also introduce formative assessment and its importance for planning, adaptive teaching and sharing accurate data.

4. SEND

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND (5e)
- Work closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues (5c)
- Work closely with the SENCO & other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching (8i)

• Please provide a session with the school's SENCO or other SEND specialist for trainees to gain an understanding of the school's context in this area and its policies and procedures. The following information and guidance could be shared:
- How the SENCO works with EHCP's
- How they work with pupils (individuals, groups, alternative provision etc.)
- How they communicate with teachers and parents
- How teaches can make the most effective use of the data and teaching assistants

The session would benefit from reference to legislation and policy (SEND: Code of Practice, 2014, 'The Graduated Approach', EHCP's) as well as follow-up activities such as time in the SEND department or observing group/intervention work.

Links to content in university
Trainees are introduced to some of the more common adaptations that pupils with SEND such as autism, dyslexia and SEMH benefit from. They are signposted to key legislation, policy and school data which will help inform their planning. Our key message is the importance of quality first teaching for all pupils.

5. Wider roles and responsibilities

PB

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
-    Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (8f)

• Please provide a session on being an effective form tutor and the wider curriculum in school (PSHE, Citizenship, careers education etc.). This will prepare trainees for Phase 2 and 3 of the course, when they will be encouraged to take on more responsibility within the wider life of school.

The session would benefit from the input of a pastoral lead (e.g. careers advisor, PSHE coordinator, Education Visit Lead) as we will be considering wider curriculum opportunities and leadership during Phase 2 of the course.

Links to content in university
During Phase 2 trainees will explore continued professional development, employability and leadership opportunities.

Phase 2 - Sessions and training activities

During first 2 induction days

Induction

PB

In accordance with the Initial teacher training and early career framework's (ITTECF) 'Learn how to' statements, trainees must:
-    Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (8f)
-    Know who to contact with any safeguarding, or any pupil mental health concerns (8l)

• Please share the school's operational processes and procedures, for example:
  -    The school profile (e.g. aims, ethos, demography)
  -    The school day
  -    Emergency procedures (first aid, fire, lock-down)
  -    Contact details (e.g. for staff absence)
  -    Key staff (inc. the designated safeguarding lead)
• Go through safeguarding procedures.
• Ask trainees to read the Child protection policy, Esafety policy & the school's General Data Protection Regulations.
• Organise pupil trails/lesson observations across the school. This allows trainees to see the above policies in practice and complete various tasks within their university induction booklet.
• Allocate trainees to a form group and explore opportunities for trainees to carry out their enhancement activities during this term (e.g. second subject contacts, PSHE and Citizenship opportunities, links with EAL and SEND leads, sustainability group etc.)
• Give trainees some time in departments to meet with their mentor, get to know the department and familiarise themselves with the curriculum.

Links to content in university
Trainees are:
-    Asked to read the DfE's statutory guidance on 'Keeping children in education', 2024.
-    Given compulsory safeguarding training.
-    Introduced to legislation pertinent to the teaching profession, including the Equality Act 2010.

During the rest of placement 2/spring term

1. Behaviour management

BM

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Work alongside colleagues as part of a wider system of behaviour management (7b)
- Create & explicitly teach routines in line with the school ethos that maximise time for learning (e.g. setting & reinforcing expectations about key transition points) (7h)
- Liaise with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations (7l)

- To put the above into your school's context, please provide a session on the school's behaviour management policy.
    - Zoom out to its structure (classroom level, form tutor, HoY, pastoral team, SLT, parents etc.)
    - Zoom in on classroom policy so that trainees can be consistent and in line with the school's ethos (this may need modelling and practising)
    - Discuss and analyse the ways in which colleagues, parents and carers communicate pupils' individual needs and high expectations

Links to content in university
Trainees will understand the importance of relationships, well-established routines and consistent responses. Sessions within the adaptive teaching curriculum will have informed trainees that pupils may respond differently to policy because of their individual circumstance.

2. How pupils learn

HPL

In accordance with the ITTECF, trainees must discuss and analyse the planning and teaching of 'well-structured lessons' (see part 2 and 4 of the ITTECF's 'Learn how to' statements.

- Please provide a session on the school's current focus around teaching and learning, for example:

    - Hooks/Starters
    - Retrieval practice
    - Explaining and modelling
    - Literacy/numeracy across the curriculum

    - Formative assessment
    - Questioning
    - Effective use of homework
    - Metacognition

This session would benefit from reference to the evidence and research underpinning the school's teaching and learning policy (e.g. Walkthrus, Education Endowment Foundation toolkits).

Links to content in university
Trainees will be familiar with the evidence-base around effective teaching (e.g. Rosenshine's principles of instruction, Hattie's Visible Learning, Coe's 'What makes great teaching?'). They have also had ITAP in 'Explaining & modelling' and 'Talk for learning'.

During the rest of placement 2/spring term

3. Data and assessment

A

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Make use of formative assessment (5b)
- Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance) (6b)
- Record data only when it is useful for improving pupil outcomes (6m)

• Please provide a session on the effective use of data and assessment. This might include:
- Sharing the relevant school, class and individual pupil data (PP, SEND, EAL, grades etc.)
- Discussing and analysing the nuances associated with such data (e.g. reliability of KS2 results, stereotypes, the lowering of expectations, lack of individuality)
- Reiterating the importance of formative assessment and recording progress of time for all pupils
- Sharing how a teacher's assessment fits into the whole school's assessment policy, summative assessments and report writing to parents

Links to content in university
Trainees will understand the importance of accessing the relevant data, having high expectations of all and making use of formative assessment for planning. They will have looked at the arrangements of external exams and other summative assessments in their subjects but not necessarily how class and department assessments help prepare for this.

4. SEND

AT

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Make effective use of Teaching Assistants and other adults in the classroom (5i)
- Work closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues (5c)
- Work closely with the SENCO & other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching (8i)

• Please provide a session on the effective use of Teaching Assistants (TA). If trainees do not have the opportunity to work with a TA, it is important they are provided with the opportunity to observe a TA and/or group/intervention work.

The session would benefit from input of the school's SENCO, or other SEND specialist, for trainees to gain an understanding of the school's context in this area and its policies and procedures.

Links to content in university
Trainees attended an SEND conference which gave them a breadth of special education and adaptive teaching strategies. They have also been introduced to the EEF's 'Making Best Use of Teaching Assistants' report, 2018.

5. Optional employability coaching

PB

• Please provide a session for the review of applications and interview techniques for trainees who have not yet secured jobs and would like further support on these processes.

Links to content in university
As trainees receive application and interview advice and practise in university, we suggest this session is optional. Some trainees may be asked to attend by tutors or mentors.

Phase 3 - Sessions and training activities

During the rest of placement 2/summer term

1. Adaptive teaching

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the
- opportunity to meet expectations (5g)
- Reframe questions to provide greater scaffolding or greater stretch (5n)
- Provide scaffolds for pupil talk to increase the focus and rigour of dialogue (4p)

• Please provide a session which allows trainees to consolidate and extend the strategies they have used to adapt their teaching for those with SEND, EAL or other language disadvantage, whether diagnosed or not.

The session would benefit from the reiteration of NASEN's explanation of adaptive teaching compared to differentiation, in that we do not lower our expectations. Strategies that are used to support and scaffold certain individuals would actually benefit the whole class. Where possible, we adapt to include all as opposed to teaching individuals differently. It is also recognised that there are situations when certain individuals may need distinctive strategies e.g. the use of alternative software or specialist equipment.

Links to content in university
Trainees understand the importance of literacy. They have had training in SEND in university and information from both placement schools about working with expert colleague and parents. As part of the Talk for larning ITAP, trainees have considered strategies applicable to classrooms which include EAL pupils and other pupils disadvantaged by language in some way. Strategies for sharing, expanding, clarifying, listening, deepening understanding and engaging include:

- Wait time
- 'So, are you saying?'
- Provide evidence/reasoning
- Agree/disagree

- 'Say more'
- Rephrase/repeat
- Challenge/counter examples
- Add on

2. Leadership roles and responsibilities

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Seek ways to support individual colleagues and working as part of a team (8g)

• Please provide a session on different leadership routes within the school, for example:
- Pastoral leadership and provision within the school (inc. mental health and wellbeing support)
- The role of Assistant and/or Deputy headteachers and other SLT
- Education Visit Leadership/coordination

The session would benefit from trainees exploring the opportunities they may have to contribute to the some of the provisions that leaders coordinate for pupils. This might be pupil mentoring, group work, alternative provisions, school trips etc.

Links to content in university
Some trainees will have expressed an interest in leadership and signed up for the Aspiring Leaders Enhancement Activity in University.

3. Equality, Diversity & Inclusion

EDI

Our equality, diversity & inclusion curriculum goes above and beyond the ITTECF and gives providers some flexibility to cover what is pertinent and relevant within their context.

- Please provide a session on the inclusion of and equal opportunities for minority/marginalised groups (e.g. new arrivals, pupils with disabilities, pupils from religious backgrounds and other protected characteristics) within the school. It might include:
  - Reasonable adjustments that have been made
  - Adaptive teaching strategies
  - A talk from an expert member of staff
  - Student voice

Links to content in university
Trainees have been signposted to the Equality Act 2010 including the protected characteristics and terms such as direct discrimination, indirect discrimination and reasonable adjustments. Their responsibilities as part of the DfE's Teachers' Standards, including upholding the British Values, have been outlined and they have had additional advice and support on how to be inclusive, address prejudice slurs and celebrate diversity.

4. The wider curriculum

PB

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Strengthen pedagogical and subject knowledge by participating in wider networks (8b)
- Collaborate with colleagues to share the load of planning and preparation and making use of shared resources (8o)

- Please provide a session on the school's wider curriculum provision (SMSC, PSHE, citizenship, careers education etc.).

The session would benefit from the input of a coordinator or expert and opportunities within the trainee's timetable/placement to deliver aspects of the wider curriculum.

Links to content in university
Trainees have explored the PSHE Association's Programme of Study, with additional focus on the compulsory elements such as health education and RSE. Trainees have also reflected on the importance of careers education in terms of social justice/mobility.

5. Transition and links from feeder schools and to future destinations   **SKP**

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Discuss and analyse with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation (3f)
- Please provide a session on:
- The ways in which the school works with feeder schools to support the social, emotional and academic transition of pupils into high school education
- How the school manage transitions between key stages
- What preparation is put in place for pupils leaving school

Trainees would benefit from having opportunities to observe and/or work with departments during transition events such as open evenings and taster sessions.
Trainees must also complete at least one day's experience in a Primary school

Links to content in university
This will look different for different subjects, please speak to the trainees about their previous knowledge.

6. Life as an ECT   **PB**

- Please provide a session on the school's ECT mentoring and training provisions.

The session would benefit from current ECT's and RQT's sharing their experiences.

Links to content in university
Trainees will have had the Early Career Framework explained to them.

Induction periods Phase 1 (Survival/Emerging) – The start of new placements is not intended as a full 'teaching practice' but a transition phase where trainees begin to explore and practise teacher behaviour skills, to examine their subject specialism as a context for learning and to develop an understanding of how children learn with reference to their subject. Trainees are often placed in subject pairs in the autumn term.

Trainees will be doing the following:
* Using the induction booklet (autumn - Phase 1) or PebblePad (spring - Phase 2) to familiarise themselves with the school and subject department.
* Be involved in collaborative teaching based on prior experience.
* Using the bespoke weekly review templates to reflect on the intended learning from the ITTE curriculum and its underpinning research evidence.

Professional mentors will:
* Liaise with the partnership coordinator regarding start times.
* Organise the programme of induction to the school and to teaching (see roles and responsibilities in section 3).
* Provide a pupil trail/pursuit opportunity (one day).

Subject mentors will:
* Provide an induction to the department.
* A provisional timetable for the induction period and the placement.
* Access to schemes of work, assessment and recording procedures and resources.
* Provide the opportunity for the observation of quality teaching.
* Provide the opportunity to deliberately practise skills from the taught ITTE curriculum in a safe environment, planning lessons or parts of lessons and evaluating performance.
* Use the mentor manual as a guide to purposefully integrate taught university sessions with school experience.

By the end of the induction phases trainees should have a good understanding of their proposed timetable and the classes they will be teaching. Although trainees may be working as a pair in the autumn term it is important that they are given the opportunity to take full responsibility for at least one class so that they gain confidence in operating on their own. An indicative schedule for the autumn term is given on the next page.

"Leaders' continual reference to 'questioning the given' helps to ensure that trainees become highly reflective practitioners and recognise the intrinsic value research plays in helping pupils learn."
(University of Worcester Ofsted Report, 2023)

Induction: PGCE: – Trainees are in school 3 days per week (HOURS)						
Dates in school	Part of the Course	Collaborative working hours	Solo teaching hours	Observation or directed time hours	Weekly review meetings & school based professional studies hours	Study and preparation hours including an hour a week on PebblePad
Sept 16 - Sept 20 2024	ITAP	Intensive Training and Practice - Week 1				
Induction - Week 1 (3 days per week)	Induction period	0	0	10	2	3
Induction - Week 2 (3 days per week)	Induction period	1	0	8	2	4
Induction – Week 3 (3 days per week)	Induction period	1	1	6	2	5

Trainee Timetables

Trainees' needs must be considered when planning timetables. As a general rule, they should have 17 hours of teaching experience plus time for study and preparation. The grid on the following page (based on a 25 period week) provides an indicative overview but mentors may wish to adjust the observation, solo teaching and collaborative teaching ratios to enhance the trainee's experiences. In certain cases the timings will need to be significantly different in order to support development. In PE, in the autumn term (Phase 1), there will be a higher percentage of teaching alone and less paired teaching; however, collaborative work with mentors and other teachers should continue. Where modern languages, and science trainee pairs have different specialisms these proportions will also need variation. It is best in the first school experience if trainees teach their main subjects. This particularly applies to design and technology, science and modern language trainees who need to gain confidence in their subject specialism before being helped in areas they have not themselves studied for some time.

If the school works on a two-week timetable, then there may be differences between week one and week two.

Please note that to be compliant no training programme should cover fewer than four school years so this must be considered when planning timetables.

When planning timetables please be mindful of trainee workloads. It is good practice to allow trainees to use department schemes of work and resources as well as involving them in shared planning experiences. Timetabling of repeat lessons within the same year group is also a good training experience.

1: PGCE:– School Experience						
Dates in school	Part of the Course	Collaborative working	Solo teaching	Observation or directed time	Weekly review meetings & school based professional studies	Study and preparation including an hour a week on PebblePad
14 Oct – 20 Dec 2024	Placement 1	6	6	5	2	6
13 Jan - 17 Jan 2025	ITAP*	Intensive Training and Practice - Week 2				
02 Feb – 26 June 2025	Placement 2	2	12	3	2	6
07 April - 11 April 2025	ITAP*	Intensive Training and Practice Week 3				

* additional ITAP days are shown on the calendar in section 1.

Please note that as part of study and preparation time one hour per week should be dedicated to PebblePad and writing weekly reviews.

After the preliminary visit in January trainees need to come away with a clear idea of at least some of the classes and details of what they will be expected to teach so that they can begin to plan lessons and schemes of work in university and have access to support from lead mentors (university).

The timetable during placement two should be introduced gradually. Trainees should not begin teaching the full twelve periods (solo) until after half term although some negotiation may be necessary to suit the trainee's needs and issues such as class rotations or assessment periods.

Trainees will increase their timetable to 80% for 6 weeks in the summer term (Phase 3). For some subjects this may be problematic so schools should provide enrichment activities for trainees for example; participating in a school trip; one to one support with SEND or more able pupils; transition activities; organising events for activity day/week.

Second Subject Teaching

For some subjects, it is important that trainees can offer a second subject. School experience is the only opportunity for them to develop their ability in a second subject and schools are therefore asked to look favourably on requests for experience in a second area. Trainees are likely to work collaboratively with second subject mentors. Further information will be provided for trainees who have taken the 'second subject enhancement' activity.

Tutor Groups

Trainees should be allocated a tutor group to work with on both placements. Initially this can be as a supportive role and then with wider responsibility. It is good practice that this involves working with a tutor outside of the trainee's department. Trainees should attend all registration sessions and adopt all of the roles and responsibilities of a form tutor.

Enhancement Activities

The optional Enhancement Activities (EA) are designed to provide enrichment within programmes and add value to trainees' employability prospects. They involve some additional taught university sessions (approximately 12 hours) but with no change in overall workload in school. Trainees may only take one EA. There are currently eight EAs; SEND, EAL, PSHE and Citizenship, Technology Enhanced Learning, Teenage Mental Health, Education for Climate Emergency, Education Research and Career Education. Whilst there is no requirement for trainees to gain specific experience concerning EA options mentors are asked to support trainees with additional experiences relating to their chosen area. Those taking the SEND and EAL EA will be offered the opportunity to visit an alternative school setting during the spring/summer term. A further 'Aspiring Leaders' EA is offered to selected trainees in the summer term (Phase 3).

Pre-and-post Phase Experience

The Initial Teacher Training (ITT): criteria and supporting advice: C2.3 states . *Accredited ITT providers should ensure, where possible, that trainees have the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range that they are training to teach. This might include enhanced experiences in other age ranges.* This means that all trainees should have experience of primary provision (in particular at Key Stage 2) * and Key Stage 5 (sixth form).

This experience could be achieved in a number of ways:
- During university subject and professional studies sessions
- Wider reading
- Exploring the data secondary schools have, for example, on incoming pupils or predictive data for Key Stage 5
- Discussions with teachers and other professionals, especially those dealing with transition arrangements
- Observing practice in these phases.

*Please note: business with economics and psychology trainees should be working with Key Stage 3 pupils and be familiar with the expectations, curricula, strategies and teaching arrangements in further education and training – this post compulsory experience will be arranged by the university.

Primary Phase Experience
Aims:
1. Understand the similarities and differences in pedagogy and pastoral aspects of teaching in secondary and primary/middle schools
2. Understand the teaching of early reading and systematic synthetic phonics
3. Understand appropriate teaching strategies used to teach early mathematics
4. Appreciate liaison arrangements and the transition needs of pupils (from primary/middle to secondary) - this would be best achieved in a feeder school.

Requirements:

Trainees are **required** to undertake a school visit to a primary school (or middle school years 5 & 6). The length of the time spent in the school should be a minimum of one day (or the equivalent).

The visit(s) should be arranged by the professional mentor at the main placement school. After the visit(s) trainees are required to complete the Record of Primary Visit form. Once completed this is added to PebblePad. This should also be shared with the primary school, as a matter of courtesy. It would be helpful if the professional mentor organising the visit gives some direction to the primary/middle school. The activities that are planned for the trainee could include;

- A discussion between the trainee and the subject coordinator about how their specialist subject is taught at key stage 2.
- Observation of lessons at key stage 2 (including early reading and systematic synthetic phonics and mathematics).
- Trainee to support as a teaching assistant.
- Trainee to plan and teach a lesson(s) in their subject specialism if possible.

Post 16 Experience

Those trainees who are following the 1*1-16 with post sixteen enhancement* route will be expected to experience Post-16 teaching. This should be arranged as part of their timetable. There are a few occasions where a trainee has been placed in two 11-16 schools. In these instances, the university will organise a short third placement.

Trainees will use PebblePad to record post -16 experience. Please note that as a guide, trainees should teach/ experience a minimum of 20 hours at post-16. For collaborative work the trainee should have some responsibility for the planning and assessment of activities.

School Closure – Trainees on placement should follow the school protocols and procedures concerning school closure. If a school closes trainees should use the time for planning and preparation. This is counted as a school day on attendance records.

Requests for Leave of Absence

There are times when trainees may request a leave of absence, for paternity leave for example. In this instance the trainee needs to gain permission from the school and the Course Leader/Hub Lead (if applicable) prior to taking the leave of absence. Trainees may be required to make this time up at the end of the course.

Industrial Action

Trainee members of teaching unions cannot go on strike or participate in industrial action in any way as they are not employed by the school, were not balloted about strike action, nor are they members of the teachers' pension scheme. Consequently trainees should go into school provided that it remains open and that those colleagues responsible for the supervision of trainees are confident they can engage in training activities. However, trainees must not be used to cover a striking teacher and should not be left unsupervised. If the headteacher closes the school, or if there is a picket line at the school and a trainee does not wish to cross this, they should inform the professional mentor and lead mentor (university) that they will be working from home. Trainees will not need to make up this day nor will progress on their training programme be jeopardised. If trainees wish to seek further advice, they are encouraged to contact their union/professional association.

Ofsted Inspections

School inspections – It is up to schools to manage arrangements for school Ofsted inspections. Most schools adopt a 'business as usual' policy and expect trainees to continue teaching. For further information see the School Inspection Handbook (paragraph 118).

University (ITE) inspections – Inspections are in the spring and summer terms (Phase 2 and 3). Providers are normally notified of inspections on a Wednesday and inspectors visit schools during the following week. Lead mentors (university) will support schools and trainees with preparations.

The University of Worcester ITTE Curriculum

The quality of teaching is the single most important in-school factor in improving outcomes for pupils - and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher.

The Initial Teacher Training and Early Career Framework (ITTECF)

The Department for Education has published the ITT Early Career Framework (for use in teacher training). This document sets out what trainee and early career teachers need to know, and know how to do, at the start of their careers..

The ITTECF has been used to help co-design the curriculum(think of it as the PGCE syllabus but we have added more). The curriculum design is based on years of experience in training teachers, using input from mentors and is underpinned by the evidence of what makes great teachers. Our ITTE curriculum is ambitious and goes beyond the minimum entitlement set out in the ITTECF.

The ITTECF sets out two types of content. Within each area, key evidence statements ('Learn that…') have been drawn from current high-quality evidence from the UK and overseas. Trainees see these statements referenced in all taught sessions.

In addition, the ITTECF details practice statements (Learn how to…). These 'learn how to…' statements are referred to and modelled in taught sessions. They are also woven into the (pink) Progression booklet so that you can use them with trainees to practise key skills. Trainees should also have the opportunity to work with, and learn from, expert colleagues as they apply knowledge and understanding from taught sessions and reading into practice.

Curriculum Threads

The curriculum is organised into curriculum threads: behaviour management; how pupils learn; adaptive teaching; subject knowledge and pedagogy; assessment and professional behaviours. You will notice these themes as they spiral through the training, each time broadening the focus and deepening the understanding. You may also see a spiral called 'equality, diversity and inclusion' that is referenced against part 2 of the Teachers' Standards.

Lead Mentors (university) and Regional Training Hub Leads will keep you updated on what has been taught in each phase of the course so that you can ensure that taught sessions in university /school are purposefully integrated in the classroom. Weekly review tasks review the key curriculum threads. This ongoing formative assessment focuses on whether trainees are gaining, applying and refining the knowledge and skills set in the ITTE curriculum, paying particular attention to subject-specific dimensions. Ongoing assessment enables lead mentors (university), mentors and trainees to diagnose deficits and close gaps.

The UW ITTE Curriculum Threads

PB – Professional Behaviours

AT – Adaptive Teaching (SEND, EAL, more able, disadvantaged pupils)

A – Assessment

BM – Behaviour Management

EDI – Equality, Diversity and Inclusion

HPL – How Pupils Learn

SKP – Subject Knowledge and Pedagogy

Lesson Planning

Whilst in the autumn term (Phase 1) trainees develop their practice in planning individual lessons, in the spring/summer term (Phase 2 and 3) trainees should be given far more autonomy and freedom to enable them to plan sequences of lessons over a period of time (two, three, four or more lessons).

Time spent on planning should not be wasted time. Lesson plans should be given the proportionate status they merit, and no more, to lessen trainee workloads. By working together, drawing on evidence about 'what works', trainees and mentors can increase their joint knowledge of a subject and the best way to teach it. For further information on lesson planning see the Partnership Website.
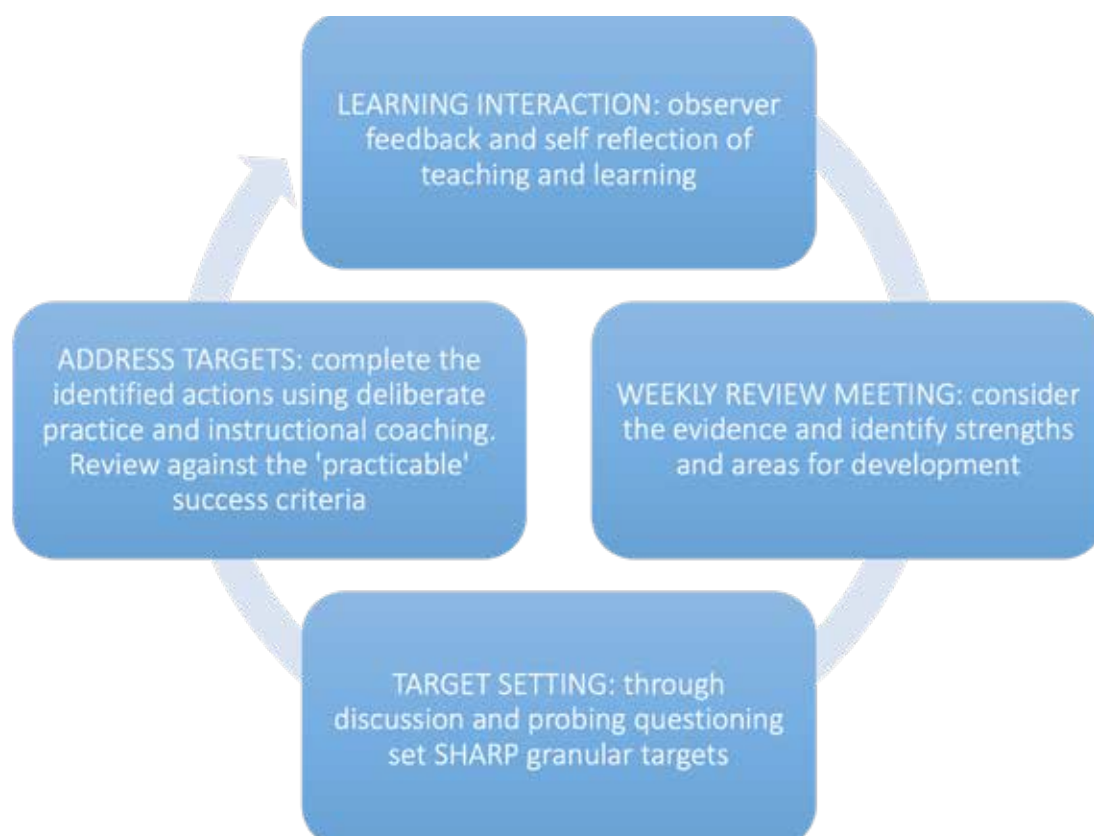
Lesson Evaluations

It is essential that trainees reflect on lessons and use these to inform comments in the weekly reviews. During the autumn term (Phase 1) two detailed evaluations should be written each week. In the spring/summer (Phase 2 and 3) term trainees should use the weekly review to evaluate the impact their teaching is having on learning unless guided otherwise by their tutor.

Target Setting

The quality of a trainee's teaching should be assessed against the Teachers' Standards in full at the end of their training. Reviewing the evidence of the impact a trainee has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the trainee and mentor need to work in partnership, setting, monitoring and reviewing granular targets to support a continuous cycle of improvement throughout the PGCE year and beyond. This complex problem solving process is an important part of the Mentoring Cycle.

Figure 1: The Mentoring Cycle

All targets are linked to the taught curriculum with the ultimate aim of meeting the Teachers' Standards by the end of the course. Therefore, targets should be guided by the criteria in the (pink) Progression booklet.

The Target Setting Process

Specific

What exactly needs to be achieved? Is the target clearly defined?

How

How will the target be achieved? What actions will need to be taken? How can the target be deliberately practised?

Achievable

Is the target *achievable* within the timescale? Is there an opportunity to complete the target?

Related

Is the target *related* to selected aspects of the UW ITT curriculum so that progress can be tracked?

Progressive

Is the target pitched in a *progressive* manner and is it practisable?

PARTNERSHIP

Further guidance on the target setting process can be found in the 'Principles of Target Setting' booklet available on the Partnership webpage.

School Reports

Mentors are asked to complete a cumulative school report at three points in the year; the first report in December, the second at the mid-point of the spring/summer term and the final summative report at the end of year. These reports link to the three phases of the PGCE course. The reports are formative, assessing trainees against the curriculum threads -behaviour management, how pupils learn, adaptive teaching, subject knowledge and pedagogy, assessment, professional behaviours and equality, diversity and inclusion. The third report, at the end of the course, is the summative assessment point against the Teachers' Standards.

When completing the reports in any of the phases it is important to reflect on where trainees are at now. This will allow meaningful and realistic targets to be set. Text on the first report should be written in **bold**, <u>underlined</u> at Easter and <mark>highlighted</mark> at the end of the course. This allows you to determine final outcomes against the Teachers' Standards at the end of the course.

Phase 1 Report (Formative Assessment Point 1) - December

The reports are a mirror of the Progression booklet and give a 'snapshot' of trainee progress at key phase assessment points during the course (December/Easter/June). It is acceptable for progress against the curriculum threads to be 'emerging' in the autumn term. If performance is 'not on target' meaning that there is a risk of not achieving this thread, and progressing to the confident level by the end of the course, trainees should be given a targeted support plan (written by the lead mentor (university) in partnership with the school). Part 2 of the standards 'Personal and Professional Conduct' are assessed as 'pass' or 'fail' at all points in the course.

Trainee comments on the reports must be completed before they are submitted to the university. A mentor's judgement on the school report should be based on what we would expect a trainee teacher to be achieving for the particular point in the course. It is essential that trainees and mentors use text from the 'Progression' booklet when considering attainment at any point in the course.

Mentors are asked to complete the reports electronically. Once completed, reports should be emailed directly to Claire Rowlands the PGCE Administrator **c.rowlands@worc.ac.uk** by the deadline dates as indicated on each of the reports. Copies of the school report templates and exemplars can be found on the partnership section of the website.

Written Comments

At this stage in the course it is important that the trainee and those involved in the training, have a clear picture of what has been achieved so far against the curriculum threads. We ask that these reports are detailed and are an honest and fair judgement. Judgement should be based on tracking in the Progression booklet and should be a best fit professional opinion. Trainees are not expected to meet every aspect of the bullet points for an overall judgement to be made. Due to time constraints trainees are only expected to be emerging, and in some cases 'confident', for the first report.

Phase 2 Report (Formative Assessment Point 2) - Easter

The second report builds upon the comments written by mentors from the autumn term (Phase 1) placement. It is possible for the same text to be bold and underlined if the trainee has not been able to make progress in an area. It is important that the trainee and those involved in the training, have a clear picture of what has been achieved so far against the curriculum threads. Judgement should be based on tracking in the Progression booklet and should be holistic best-fit professional opinions. For this reason, there should be no surprises as trainees should know how they are progressing. If they are deemed 'emerging' for any of the curriculum threads this indicates that they are not yet meeting the minimum competency so will negotiate a targeted support plan with university and school mentors (and Regional Training Hub leads if applicable) and will meet with the Course Leader. A trainee graded at 'confident' will be monitored closely by the subject lead mentor (university). Intervention strategies will be put into place if needed.

Phase 3 Final Report - Summative Assessment Point - June or the end of the course

This final report must reflect the level achieved at the end of the course and is also assessed against the Teachers' Standards shown as the final column of the Progression booklet. This final decision is made by school mentors and is moderated by lead mentors (university), external examiners and course moderators. The decision is made using evidence gathered from observations, weekly reviews and from the periodic reviewing of the 'Progression' booklet. Again, the outcomes are holistic best-fit professional judgements. It is also important to indicate the areas for development and targets that should be taken forward as trainees enter the Early Career Teacher phase of their development. To pass the course, and be recommended for QTS, trainees must meet all sections of the Teachers' Standards.

Things to remember:

- Assessment at the end of phase 1 (December), phase 2 (Easter) and phase 3 (June) is built around the connectedness of the curriculum, teaching and assessment.
- The progression booklet assesses against the curriculum threads - behaviour management, how pupils learn, adaptive teaching, subject knowledge and pedagogy, assessment, professional behaviours and equality, diversity and inclusion.
- The progression booklet is largely formative. It is a means of checking that trainees are gaining, applying and refining the knowledge and skills set out in the ITTE curriculum.
- Where there are gaps in trainee's curriculum knowledge and/or skills of application remedial action in the form of targeted support plans must be put into place.
- The Teachers' Standards provide an end point assessment for qualified teacher status.

Again, please remember the standards apply to the vast majority of teachers regardless of their career stage. For this reason, the judgements need to be applied as appropriate to the trainee's role, experience and context.

"Leaders' systems and processes for monitoring trainees' progress is a strength of the programme. Trainees use the 'pink progression booklet' as a matter of routine to track their progress closely.

(University of Worcester Ofsted Report, 2023)

SECTION 7:
SAFEGUARDING

DBS Responsibilities

All entrants to ITE/ITT programmes must by law be checked against the DBS barred list and subject to criminal record checks. DBS certificates will be issued to individual applicants and not, as in the past, to registered bodies such as providers. ITE/ITT providers have a responsibility to ensure that entrants on all routes, have been subject to these checks.

The university confirms in writing that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children. The university is not required to provide any information to schools in addition to this confirmation. In a small number of cases a trainee may not have DBS clearance – where a school allows an individual to start work in a regulated activity before the DBS certificate is available, the school should ensure that the individual is appropriately supervised and that all checks, including a separate barred list check, has been completed.

Trainees have access to the Department for Education's statutory guidance Keeping Children Safe in Education via the university Blackboard organisation. Schools should ensure that all trainee teachers are provided with the following at the commencement of their training in each school:

• The child protection policy
• The staff behaviour policy (sometimes called a code of conduct)
• Information about the role of the Designated Safeguarding Lead (DSL)
• A copy of Keeping Children safe in Education (this is also available for trainees on Blackboard)

Other background checks

Schools have a duty to ensure that trainees are properly managed and supervised and that, if there are any concerns, information is referred to the university immediately plus the police and DBS as applicable.

The university will check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in the UK.

Data Protection

The University of Worcester will hold and process personal data transferred to it by the Partnership School in accordance with data protection legislation (including UK GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the University will process evaluation data provided by the trainees and mentors relating to their school experience. For these purposes the University is the Data Controller.

The University will update information held in its records as notified by the Partnership School or by the trainee, from time to time, and will annually seek to verify the information held. The information will be held in line with the University's Document and Record Retention Schedule. The University will not share the information received from the Partnership School or its trainees with any third party, including outside of the UK, without the consent of the trainee and/or the school.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Trainees will be given training in processing of pupil's data and the requirements of the Partnership School in relation to appropriate storage and processing. Partnership Schools are required to ensure that trainees understand the School's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Schools are required to ensure that their Privacy Notices include specific reference to children's personal data being shared with trainees as necessary.

In the event of a data breach, the trainee is instructed to inform the school and the university immediately. In the event of the University suffering a data breach in relation to data relating to trainees the Partnership School will be informed as soon as is practicable after the breach is identified.

SECTION 8:
OVERVIEW OF PAPERWORK

Glossary of term, useful abbreviation and acronyms

- DfE – Department of Education

- External examiner – A person appointed from outside of the university with relevant qualifications and experience, responsible for independent assessment of the programme, including school experience, so as to ensure that quality and standards are maintained

- PM – Professional mentor

- SM – Subject mentor

- Lead Mentor (university) – University subject tutor

- Professional studies tutor – University tutor who teacher professional studies in mixed subject groups

- Module – Unit of assessed learning for which credits are awarded

- OfSTED– Office for Standards in Education

- ECT – Early Career Teacher

- QTS – Qualified teacher status

- Partnership- Professional relationship between the University of Worcester (UW) and a school which provides the learning context for the school-based element of UW teacher training courses

- Enhancement activity – One of 8 optional additional taught options offered to Worcester PGCE secondary trainees. These are SEND, PSHE and Citizenship, Second Subject, Technology Enhanced Learning, Teenage Mental Health, Education for Climate Emergency, Education Research and EAL.

- PebblePad – The platform for the secondary e-portfolio.

- Code of Conduct – Sets the standard for expected behaviour and conduct of trainee teachers

- Mentor Standards- National Standards for School-Based Initial Teacher Training (ITT) Mentors

- SHARP targets – Targets that are explicit in what needs to be achieved and how

- Partnership website - http://www.worcester.ac.uk/discover/education-collaboration.html.

- Induction booklet – scaffold document to support trainees during the induction period.

- Progression booklet (pink) -tracking document against the curriculum threads -behaviour management, how pupils learn, adaptive teaching, subject knowledge and pedagogy, assessment, professional behaviours and equality, diversity and inclusion.

- ITAP - Intensive Training and Practice

The following documents are used on the PGCE Secondary Course

Form/Template	Purpose/Who	When	Where to find it plus additional information
School 1 induction booklet	To be completed by the trainee in the induction phase of school 1.	September and October	Partnership webpage - Documentation
Weekly review template	To be completed by trainees in partnership with subject mentors	Weekly	Trainee's PebblePad portfolio. They will send you an invite to view
Trainee timetable	To be shared with all stakeholders	At the beginning of each placement	Trainee's PebblePad portfolio
PGCE Secondary lesson planning template	Subject templates are available for trainees on Blackboard for solo lesson planning in school 1.	Autumn term. In the spring term trainees should move to planning lessons over time. There is no preferred template	Lead mentor (university)
Lesson evaluation template	Trainees evaluate 2 lessons per week in the autumn term only unless instructed otherwise	Autumn term. In the spring/summer terms this is part of the weekly review process.	Trainee's teaching file
Lesson observation forms	Two formal observations to be completed weekly – must refer to the Curriculum Threads	Weekly	Partnership webpage – Documentation. Exemplar available on website.
Progression Booklet	Trainees and mentors	Continually	Partnership webpage – Documentation
School report template	For mentors to complete progress assessments of trainees using the Progression booklet	December Easter June	Partnership webpage – includes templates and exemplars - Documentation
Mentor Manual	To integrate what is taught in university with school experience	Weekly	Emailed by lead mentors (university)
Mentor Standards	For all stakeholders	Continuously	Partnership webpage - Additional Information for subject mentors
Code of Conduct for Trainees	For trainees and as reference for mentors	Signed at the start of the course	Partnership webpage - Documentation
School visit form	For lead mentors (university) as part of the course quality assurance systems	Once per term	Emailed to mentors
Record of Primary Visit form	For trainees to complete	Once during phase 2 or 3	Trainees download from Blackboard
Presentation assessment form	For school mentors to complete for trainees as formative assessment	Before May half term	Partnership webpage – Documentation
Cause for concern flowchart and supporting documentation	For tutors and mentors	As required	Partnership webpage - Additional Information for subject mentors
Assessment guidance	For all stakeholders	As applicable	Partnership webpage – Documentation.
PGCE Secondary Attendance Record'	To monitor attendance. Trainees complete and subject mentors validate	Daily by trainee with periodic validation by subject mentor	PebblePad

PGCE SECONDARY ROADMAP

UNIVERSITY of WORCESTER

ECT and beyond

MATURITY/
ECT PHASE

MAY/JUNE

RENEWAL – GOOD/HIGH PERFORMING

Phase 3   ECT and beyond

SCHOOL EXPERIENCE 2

MAR/APRIL

RENEWAL–
GOOD/HIGHPERFORMING

Phase 2   How pupils learn

SCHOOL EXPERIENCE 2

ITaP3 Assessment for Impact

JAN/MAR

CONSOLIDATION-
CONFIDENT

Phase 2   How Pupils Learn/Adaptive Teaching

SCHOOL EXPERIENCE 2

JAN

CONSOLIDATION –
CONFIDENT

Phase 2   Professional Behaviours

ITaP2 Talk for Learning

DEC

SURVIVAL-EMERGING

SCHOOL EXPERIENCE 1

NOV

SURVIVAL - EMERGING

SCHOOL EXPERIENCE

Phase 1   Adaptive Teaching

SEPT/OCT

SURVIVAL-EMERGING

Phase 1
Assessment/Behaviour Management

SCHOOL INDUCTION

SEPT

SURVIVAL - EMERGING

Phase 1   How Pupils Learn

SEPT

SURVIVAL-EMERGING

Phase 1   Professional Behaviour

ITaP1 Explaining and Modelling

SCHOOL INDUCTION

PebblePad   Assign A   Assign B

NOTES

"Leaders' focus on developing high-quality mentoring means that trainees receive exceptional support when in school."
(University of Worcester Ofsted Report, 2023)

"By the end of their experience at Worcester University, trainees are exceptionally well prepared to enter the teaching profession."
(University of Worcester Ofsted Report, 2023)

PGCE Secondary

Partnership Handbook (for schools) 2024-25

University of Worcester

Institute of Education

September 2024