



UNIVERSITY *of*
WORCESTER

Primary

Apprenticeship Handbook (for schools)
2024-25



Institute of Education





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 Primary courses at the University of Worcester.

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SECTION 1:

AIMS AND PRINCIPLES

Welcome to the University of Worcester Primary Apprenticeship Handbook (for schools) 2024-25

This guidance provides the essential information about the University of Worcester Primary Apprenticeship. At the heart of our courses is the notion of partnership. Partnership implies a full recognition of the part to be played by apprentices, school and university staff and the close collaboration between them.

The partnership between apprentices, 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 teacher apprentices can have in the classroom.

“Great teachers continuously improve over time, benefitting 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 - <https://www.worcester.ac.uk/about/academic-schools/school-of-education/school-partnerships/primary-partnership/>

The website includes information and examples of paperwork relevant to apprentices.

If you have queries, the first point of contact is the University Lead Mentor. You can find their contact details via the apprentice's electronic portfolio. You can also contact the Primary partnership team primarypartnership@worc.ac.uk.

Enquiry	Staff	Telephone	Email address
Apprenticeship Coordinator	Helen Bayfield	N/A	h.bayfield@worc.ac.uk
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Role	Staff	Telephone	Email address
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Primary Partnership Strategic Lead	Janinne Delorenzo	01905 855570	j.delorenzo@worc.ac.uk
Primary Mentoring Lead	Maggie Tildesley		m.tildesley@worc.ac.uk
PGCE Course Leader	Dan Hughes	01905 855037	daniel.hughes@worc.ac.uk
PGCE SENDi Lead	Alison Tugwell	01905 542602	a.tugwell@worc.ac.uk
Apprenticeship Lead Mentors		Telephone	Email address
Caroline Thomas-Meredith		01905 855473	c.thomas-meredith@worc.ac.uk
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TEACHER APPRENTICESHIP CALENDAR AUGUST 2024 START

(WC) Week	Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
1	26/08/2024				OTJ at UW	OTJ ONLINE
2	02/09/2024	SE1	SE1	SE1	SE1	SE1
3 ILPR1	09/09/2024	SE1	SE1	SE1	OTJ In school	SE1
4	16/09/2024	SE1	SE1	SE1	OTJ At UW	SE1
5	23/09/2024	IT&P 1 Behaviour (Routines)				SE1
6	30/09/2024	SE1	SE1	SE1	SE1	IT&P 1 At University
7	07/10/2024	SE1	SE1	SE1	OTJ ONLINE	SE1
8	14/10/2024	SE1	SE1	SE1	OTJ At UW	SE1
9	21/10/2024	SE1	SE1	SE1	OTJ In School	SE1
10	28/10/2024	HALF TERM				
11	04/11/2024	OTJ If taking PGCE	SE1	SE1	OTJ At UW	SE1
12	11/11/2024	SE1	OTJ At UW	SE1	SE1	SE1
13	18/11/2024	SE1	OTJ At UW	SE1	SE1	SE1
14 ILPR2	25/11/2024	SE1	SE1	OTJ ONLINE	SE1	SE1
15	02/12/2024	SE1	SE1	SE1	OTJ At UW	SE1
16	09/12/2024	SE1	SE1	SE1	OTJ At UW	OTJ SE2 Visit Day
17	16/12/2024	OTJ SE2 Visit Day	IT&P Behaviour and routines revisit At UW	IT&P Behaviour and routines revisit At UW	SE1	SE1
18	23/12/2024	CHRISTMAS				
19	30/12/2024					

TEACHER APPRENTICESHIP CALENDAR AUGUST 2024 START

20	06/01/2025	SE2	SE2	OTJ At UW	SE2	SE2
21	13/01/2025	IT&P 2 Modelling At UW				SE2
22	20/01/2025 (TDT Hand In)	SE2	SE2	SE2	SE2	IT&P 2 At UW
23	27/01/2025	SE2	SE2	SE2	SE2	SE2
24 ILPR 3	03/02/2025	SE2	SE2	SE2	SE2	SE2
25	10/02/2025	SE2	SE2	SE2	SE2	SE2
26	17/02/2025	HALF TERM				
27	24/02/2025	IT&P 3 Assessment At UW				OTJ At UW
28	03/03/2025	SE3	SE3	SE3	OTJ At UW	OTJ At UW
29	10/03/2025	SE3	SE3	SE3	SE3	SE3
30	17/03/2025	SE3	SE3	SE3	SE3	SE3
31	24/03/2025	SE3	SE3	SE3	SE3	SE3
32	31/03/2025	SE3	SE3	SE3	SE3	SE3
33 ILPR4	07/04/2025	IT&P 2 Modelling revisited At UW		SE3	SE3	SE3
34	14/04/2025	EASTER				
35	21/04/2025					
36	28/04/2025	IT&P 3 revisit At UW	SE3	SE3	SE3	Off the job training** Study day (37)
37	05/05/2025 (TLC Hand In)	Bank Holiday	SE3	SE3	SE3	SE3
38	12/05/2025	SE3	SE3	SE3	SE3	SE3
39	19/05/2025	SE3	SE2	SE3	SE3	SE3
40	26/05/2025	HALF TERM				
41	02/06/2025	SE3	SE3	SE3	SE3	SE3
42	09/06/2025	SE3	SE3	SE3	SE3	SE3
43	16/06/2025	SE3	SE3	OTJ at UW	SE3	SE3
44 ILPR5	23/06/2025	SE3	SE3	SE3	SE3	SE3
45	30/06/2025	SE3	SE3	SE3	SE3	SE3
46	07/07/2025	SE3	SE3	SE3	SE3	SE3
47	14/07/2025	SE3	SE3	SE3	SE3	SE3
48	21/07/2025	Schools finish				



SE/ILPR Review Meetings - Calendar

Date (w/c)	Visit Type	Length of Visit
9th/16th September 2024	SE1 initial online visit, INA, ILP & ILPR1 review	1 hour 30 minutes
25th November 2024	SE1 face to face QA visit, SE1 moderation visit (building) & ILPR2	2 hours
6th January 2025	SE2 initial online visit	30 minutes
3rd February 2025	SE2 face to face QA visit, SE2 moderation visit (enriching) & ILPR3	2 hours
	No SE3 Initial online visit as apprentices return to home school. Wellbeing online drop-in.	
7th April 2025	SE3 face to face Pre-Summative (thriving) visit & ILPR4 review	2 hours
23rd June 2025	SE3 face to face Summative visit (Teachers' Standards) & ILPR5 review	2 hours 30 minutes
September 2025	ILP final review Gateway and End Point Assessment	

SECTION 3: ROLES AND RESPONSIBILITIES

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 employing 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 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 apprentice workload.
- Quality assurance of new placement settings and sourcing new placements based on subject and regional need for apprentices.
- 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 apprentice 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 apprentice satisfaction surveys.
- Coordinate and chair the PGCE Primary Governance Board.
- Work with UW Regional Training Hubs to support the regional delivery of ITT
- 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.

Strategic Apprenticeship Lead (university) undertakes the following:

- Application of quality assurance and enhancement processes across the apprenticeship programme.
- Liaising with employers every quarter to complete employer reviews.
- Oversight of management of apprenticeship data including records of on and off the job training, initial needs assessments, individual learner plans and reviews, collection and collation of data to inform the self-evaluation document, apprentice and employer satisfaction surveys.
- Ensure all aspects of the apprenticeship work is inline with Regulatory Body requirements (for example, ESFA, 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 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 apprentices is manageable.
- Market the course offer, recruit apprentices and help potential apprentices 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 apprentices.
- Oversight of apprentices' 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 apprentices 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.

Primary Apprenticeship Lead (university) undertakes the following:

- Liaise with and support the employing schools, PGCE course leader, Strategic Partnership Lead and Strategic Apprenticeship Lead.
- Ensure the workload of apprentices is manageable.
- Coordinate and lead the apprentices professional studies programme in university.
- Support employing schools to secure appropriate second school placements.
- To offer bespoke training for schools.
- To attend and contribute to apprenticeship meetings, recruitment events and strategic meetings.
- To contribute to the tracking meetings for the apprentices and feed information back to the Course Leader.

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 Early Career Framework (ITTECF) into a coherent sequence that supports apprentices to succeed in the classroom.
- Work in partnership with expert colleagues.
- Maintain regular communication with the apprentice and school, organising individual learner reviews, liaising with the professional and ITT mentor in advance.
- Support apprentices 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 general mentor and/or professional mentor and observing the feedback.
- Providing feedback to the partnership using the Lead Mentor Visit Form to quality assure the placement (see Apprentice Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of the electronic portfolio to track apprentice progress and well-being providing timely intervention as appropriate.
- Moderate apprentice outcomes across schools, subjects, routes and age phases.
- Monitor apprentice progress against the apprentice curriculum and initial needs assessment (INA), identifying where intervention/modification is required using targeted support plans.
- Establish robust mechanisms for apprentices to raise concerns about training/mentoring experience.
- Ensure purposeful integration of the apprentice curriculum and school experience.
- Supervise, support and quality assure ITT mentors ensuring training standards are met.
- Train phase specialist mentors to ensure every apprentice receives weekly 1.5 hours mentoring entitlement.
- Plan intensive training and practice (ITaP) components which consolidate apprentices' 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 apprentices 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 apprentice, ITT mentor (school), Regional Training Hubs (if applicable) and university partnership.
- Support the welfare and undertake the supervision of the apprentice whilst on placement.
- Support apprentices to manage their own workload and well-being.
- Organisation and quality assure the school experience, ensuring apprentice entitlement and moderation of interim and end point assessments.
- Provide an induction programme 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 apprentice, providing intervention in a timely manner.
- Ensure all active mentors have QTS and are University of Worcester mentor trained prior to hosting placements.
- Attend priority briefings and monitor the attendance of all active ITT mentors at these briefings.

ITT mentor (School) undertakes the following:

- Day to day supervision, opportunities for deliberate practice and instructional coaching, providing a suitable timetable for the apprentice 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 to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support apprentices to manage their own workload and well-being whilst they train.

Professional and ITT 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 apprentice against the curriculum.
- Observe and monitor the overall performance of the apprentice on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation form.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support apprentices to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the apprentice (mentor standard 2).
- Set high expectations and induct the apprentice 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.

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.

“Partnership working between the provider, schools and other settings is a particular strength.”

(University of Worcester Ofsted Report, 2023)



Mentoring

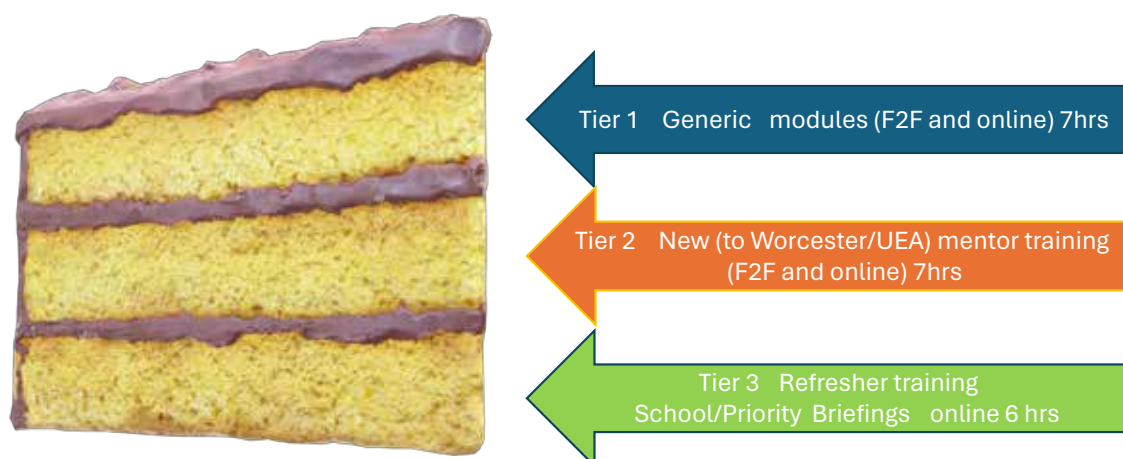
As a mentor in school, we want to support you in a comprehensive manner to enable you to mentor our apprentices in the best way possible. The University of Worcester mentor curriculum is a programme of research-informed training which will help all mentors, from the novice to the experienced, to develop their mentoring skills and knowledge and help them to coach and mentor our apprentices whilst on placement. We require all school mentors to undertake our mentor curriculum training to enable mentors to be fully conversant with the processes, procedures, and the rationale for various approaches to mentoring and to be able to support the purposeful integration of school experience and taught content.

We have a repeating cycle of mentor training sessions, designed to fit in with the placement calendar and to provide training to mentors in the most suitable timing in preparation for the placements that you are supporting.

Each course has a course curriculum booklet, which explains the sequencing of taught content in each subject, as well as a knowledge organiser and subject specific lesson observation guidance. There is also a mentoring booklet to support mentors' knowledge of the ITT Early Career Framework (ITTECF) as well as the University sessions for each of the UW curriculum areas. The booklet also provides a summary of apprentice activities and reflections, and some ideas of activities mentors can engage with to support apprentice development.

General Mentor Training

All ITT (general) mentors must complete 3 tiers of training equating to 20 hours in the first year.



Tier 1 New Mentor Training 2024-25

Tier 1 mentor training is 7 hours

Tier 2 New Mentor Training 2024-25

All new mentors should be "new mentor" trained through the University of Worcester regardless of previous training with other providers. This is a whole day training event at the university or online (see partnership agreement for funding arrangements). Onsite school-based training can be arranged if there are sufficient numbers.

Tier 3 Priority Briefings 2024-25

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 (general and professional) hosting an apprentice attend priority briefings. All mentors must attend one priority briefing that is dedicated to the cohort of apprentice they will be supporting (e.g. UG1, UG2, PGCESE1). Places are booked online through our placement portal (ARC) or by contacting natalie.taylor@worc.ac.uk. Priority briefings are also recorded and the recording will be shared with all mentors. Attendance at priority briefings is monitored and recorded as refresher training for experienced mentors.

Lead Mentor Training

All university employed staff are "lead mentors". Lead mentors have an advanced level of knowledge and expertise and play a lead role in curriculum design and implementation, mentor training and Intensive Training and Practice. Lead mentors have completed 30 hours of initial training in 2023-24. In 2024-25 all lead mentors will complete 12 hours of refresher training.

A new lead mentor joining either university in 2024-25 will be expected to complete the 20 hours general mentor training plus the 12 hours annual lead mentor refresher training.

Mentor training days:

The following mentor training days are organised for this academic year. This is a whole day training event at the University (see partnership agreement for funding arrangements). Places are booked online on the placement portal or by e mailing natalie.taylor@worc.ac.uk.

There is the option of engaging with this training online and this can be accessed by contacting natalie.taylor@worc.ac.uk. On-site school-based training can be arranged if there are sufficient numbers.

New mentors need to complete this training once.

Tier 1

DATE	TIME	CONTENT	STATUS
Wednesday 11th September	09:00-16:00 Face-to-Face (Worcester)	Tier 1 - Cross Phase Training	Mandatory for all mentors
Tuesday 19th November	09:00-16:00 Face-to-Face (Worcester)	Tier 1 - Cross Phase Training	Mandatory for all mentors
Wednesday 15th January	09:00-16:00 Face-to-Face (Worcester)	Tier 1 - Cross Phase Training	Mandatory for all mentors
Monday 24th February	09:00-16:00 Face-to-Face (Worcester)	Tier 1 - Cross Phase Training	Mandatory for all mentors
Wednesday 30th April	09:00-16:00 Face-to-Face (Worcester)	Tier 1 - Cross Phase Training	Mandatory for all mentors

Tier 2

DATE	TIME	CONTENT	STATUS
Wednesday 4th September	09:00-16:00 Face-to-Face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Wednesday 13th November	09:00-16:00 Face-to-Face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Thursday 30th January	09:00-16:00 Face-to-Face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Wednesday 9th April	09:00-16:00 Face-to-Face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Tuesday 20th May	09:00-16:00 Face-to-Face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors

"The 'mentor curriculum' sits at the heart of leaders' work to ensure high-quality training."

(University of Worcester Ofsted Report, 2023)

Mentor Training Requirements – mentors and quality assurance.

This section should be read in conjunction with section 3 – roles and responsibilities. For the purposes of mentor training it is essential to define mentor roles.

Lead Mentors (University)

Lead mentors (university) are university staff who complete mandatory training (30 hours) and annual refresher training (12 hours). Increasingly, lead mentors will hold NPQLTD in addition to advanced qualifications in teaching and learning. New lead mentors (university) will cover much of the same training content as general mentors and go into further depth to be fully prepared to deliver the lead mentor functions.

Lead Mentors (University) have an ongoing role in course/mentor training development and improvement.

General mentors (school)

School Colleagues are ITT general mentors and will be required to do the 20 hours of general mentor training.

Professional and ITT Mentors (school)

The University of East Anglia will establish a professional network of well-trained and expert mentors* who have a deep understanding of the curriculum, the relevant research base which informs it and their role in supporting its delivery and practice. The University will ensure that their mentor training curriculum is aligned to the UW ITT curriculum and reassure through quality assurance that this is compliant with University of Worcester Requirements.

Mentor Training

Minimum Time Allocations for general (school) mentors .

ITT mentors (school) must complete 20 hours. This is divided into three tiers.

Tier	Duration (hrs)	Focus
Tier 1 Skills audit Effective mentoring* Instructional coaching* Giving effective feedback*	1 2 2 2	Key Mentoring Skills - delivered in partnership with the West Midlands Mentor Partnership/NASBTT (face-to-face or asynchronous)
Tier 2 The trainee curriculum Subject/Phase specific coaching Mentoring on mentoring	7	Provider specific subject/phase training (face-to-face and asynchronous) follow-up school visits
Tier 3 Priority Briefings	6	Briefings before placement. (Synchronous and asynchronous)

*See below regarding accredited prior learning

All training is tracked and monitored, and quality assured by the University of Worcester.

Mentor Refresher Training

Tier 3 training (6 hours) engages all new and experienced mentors. This also accounts for annual refresher training. It focuses on enhancing mentoring skills as identified from internal quality assurance data. Additionally, asynchronous, timely mentor 'spotlights' are used when responsive targeted training is required.

Mentor Training – *Recognised Prior Learning

Prior learning or 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. This has been agreed by all providers across the West Midlands and will also be followed by the University of East Anglia. 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 or lead mentors can begin to support apprentices, but the university will ensure that mentor training is aligned to the apprentices' needs throughout their ITT course.



SECTION 4: ABOUT APPRENTICE TEACHERS – ENTITLEMENT & PROFESSIONAL CONDUCT

Apprentices are expected to behave as teachers, maintaining a professional stance at all times i.e. to meet the Apprenticeship Standards parts 1 and 2 by the end of the course. Part 2 refers to the personal and professional conduct expected of a teacher. All apprentices are required to sign the Primary Department Apprenticeship Code of Conduct.

Whilst on placement apprentices are entitled to:

- A safeguarding induction within the first week
- One mentor meeting focused on review and planning (one hour per week) - coaching
- Two formal written lesson observations per week, providing subject specific feedback using the lesson observation guidance and course curriculum booklet.
- Two post-lesson conversation (15 minutes minimum)
- Access to policies and related documents

School experience is arranged in three phases:

- Building - induction and school experience 1/Autumn term for PGCE
- Enriching - School experience 2/Spring term for PGCE
- Thriving - School experience 3/Summer term for PGCE

The [ITT Early Career Framework](#) has been used to help co-design our curriculum. 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 Early Career Framework (ITTECF).

The aims of the Partnership are to develop the very best teachers and to do that we endeavour to enable all apprentices to succeed under our REACH vision (see page 4). This vision is shared with apprentices and they are expected to conduct themselves in a professional manner that is conducive to achieving this.

“Trainees are capable and confident practitioners by the time they complete their courses.”

(University of Worcester Ofsted Report, 2023)



Purposeful Integration

It is essential that taught content and placement-based training are purposefully integrated to ensure that apprentices make the best possible progress in their teaching. Mentor training and school briefings 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. Timely purposeful integration training emails will provide you with prompts and reminders to ensure in-school experiences are seamlessly coherent with the training curriculum. In university and school apprentices 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 mentors during school visits and the weekly review of apprentice's ERP.

The Primary Department recognise and value the contributions of school colleagues. Our curriculum is designed to promote the integration of taught content, apprentice led learning, placement learning and mentoring.



Attendance – To ensure that apprentices have the curriculum subject knowledge required to teach and they consistently demonstrate the professionalism required in Part 2 of the Apprenticeship standards they must adhere to our attendance and punctuality expectations (see course handbook).

Attendance for off the job and on the job training 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 apprentice. 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.

All apprentices must have the opportunity to work in two schools for a minimum of 120 days. They must record attendance at school on their ERP.

As noted in the code of conduct apprentices have the following responsibilities:

- *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.*
- *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 lead mentor. 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 tutor in University. An absence of five days should be followed up by a doctors 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.*

The Primary Department has a clear Targeted Support Procedure. Details can be found on the [partnership website](#).

Break in Learning – Sometimes an apprentice's circumstances change and interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances apprentices should talk with their employer, Personal Academic Tutor (PAT) and Course Leader. The Primary Apprenticeship Lead should also be notified. Where appropriate, a decision may be granted that will allow for a break in learning until circumstances allow continuation.

Apprentices must arrange to meet with the Course Leader and complete the appropriate break in learning form. No action will be taken until this form has been completed.

“The ITE primary partnership is a learning community that places children at the heart of everyone’s endeavours. Communication across the partnership is a strong and distinct positive feature.”

(University of Worcester Ofsted Report, 2023)

SECTION 5:

PROCEDURES

ERP and School Experience File Information.

Apprentices are responsible for their ERP. This is a shared on-line platform where apprentices 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 apprentices will invite mentors to view their ERP. Apprentices should also keep day-to-day teaching files either as hard copies or electronically. Typically these will include:

- School/Class information
- School Planning
- Planning
- Assessment

Weekly review meetings and use of the formative progress descriptors.

It is essential that apprentices assess their strengths against the UW Curriculum (Professional Behaviours, Behaviour Management, Curriculum, Pedagogy, Assessment, Inclusion Diversity and Global Citizenship, Critical Thinking, Resilience and Wellbeing for All) considering the impact they are having on pupil learning over time. Weekly mentor meetings need to be prepared for by apprentices using the template on their ERP.

Mentors should use their professional judgement and common sense to assess apprentices at a level that is consistent with what should reasonably be expected given the apprentice's level of experience. Apprentices, mentors and lead mentors track progress periodically using the formative progress descriptors in addition to the weekly review meetings. The formative progress descriptors give an indicator of where we would expect apprentices to be working against the curriculum for this stage of their training (building, enriching, thriving). **This is not a tick list of behaviours.** It is to support the mentor's professional judgement of the apprentice's progress against the curriculum as a formative assessment tool. The descriptors should be used to support writing focused/ SHARP granular targets. Mentors should also use the descriptors as guidance when writing formative school reports and completing progress point RAG ratings.

Apprentice Expectations

The apprentice expectations can be found within the ERP. As soon as the apprentice shares this with the mentor, the mentor should spend time reviewing the expectations. The Course Curriculum Booklet is available on the [Primary Partnership website](#) and on the apprentices' Blackboard site (Virtual Learning Environment). This includes information about how the activities and mentoring expectations on school placement build on the University taught content to ensure a well sequenced curriculum. Please refer to this regularly.

The teaching requirements are designed to gradually build apprentices' teaching through the building, enriching and thriving phases of training. These are clearly outlined on the ERP.

The summary below includes the general expectations for apprentices across all routes in the Primary Partnership. For apprentices on a part-time PGCE or the BA(Hons) Top Up course, all expectations are pro-rated. For example, a weekly lesson observation would be once a fortnight.

Within the first week:

Ensure you have set up a School Experience folder in line with University guidelines – this can be electronic or physical:

- School/Class information
- School Planning
- Planning
- Assessment

Ensure you have read the school's Safeguarding and Health and Safety policy and update this in your ERP.

Ensure you have a safeguarding induction at school.

General expectations:

- When carrying out observations, try to ensure you cover a range of different subjects. There are some focused observations but you will also carry out lots of informal observations that do not require typing up. Any formal observations should be uploaded to your ERP.
- Each week you should complete your weekly review on your ERP. There are some focused reflections and activities to support your development within the curriculum and provide you with opportunities to engage with expert colleagues in school.
- You should have 10% PPA time in school and some of this could be in collaboration with your class teacher or mentor.
- You should have two formal lesson observations per week and upload this to your ERP. This will enable you to practise and receive consistent, effective mentoring and feedback to support your development.
- Ensure you review your lessons and annotate your plans appropriately. Consider how your teaching facilitated progress for pupils. At least three lessons per week should be annotated.
- You should have at least one formal observation of your mathematics teaching. This should be uploaded to your ERP.
- You need to observe phonics as part of your placement.
- Ensure you keep your Curriculum Audit up to date. This should show every time you observe or teach a subject. All formal lesson observations should also include a linked lesson plan and observation form.
- Keep your attendance grid up to date.

Phonics:

- In the building phase, you should observe phonics and teach at least one phonics session.
- In the enriching and thriving phase, you should observe phonics and also aim to teach a sequence of 3 phonics lessons and have at least one formal observation of your phonics teaching.

Early Years Specialists (in EYFS settings) only:

- At the beginning of your School Experience, create a provision map of the Early Years learning environment (indoors and outdoors), showing learning areas, e.g., creative area, sand, water, construction, book corner, carpet area, writing area etc. Add this to your School Experience folder.
- Find out about how the setting plans for and records continuous provision in the 'enabling environment' and contribute to these learning opportunities each week.
- Ensure that you record any continuous provision opportunities that you have planned and facilitated on your planning.

Please note: The 'Adaptation for EYFS' within the development activities is a suggestion of how you can approach each task through an EYFS lens or where whole class teaching is not feasible within the setting.

Navigating the ERP

The ERP is the apprentice's Electronic Reflective Portfolio, this will be shared by the apprentice and can be accessed on PebblePad.

The apprentice expectations and links to the CCF are clearly labelled for each week under the School Experience tab. Each week contains a page similar to the one shown below:

Behaviour Management

CCF:

7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

7n Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.

7o Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their longterm goals and helping them to see how these are related to their success in school.

	Tick once complete	Suggestions
10% Development Time	Share: Discuss how your school promotes intrinsic motivation and how pupils respond to different motivation strategies to build behaviour for learning.	Suggested reading: You could engage with some reading about self-determination theory with Edward Deci .
Mentor meeting minimum content	Discuss: Discuss how support is provided to encourage pupils to achieve long term, academic and personal goals. Adaptation for EYFS: Discuss with your CT how pupils next steps are purposefully planned for in order to meet the Early Learning Goal (ELG) at the end of Reception.	
Mandatory requirements	Trainee requirement: Reflect on how the school uses strategies to incite intrinsic and extrinsic motivation for pupils (max 250 words). You should type your reflection into the space below.	

The mentor meeting minimum content is designed to promote consistency of mentoring across the partnership and to ensure placement learning is coherently sequenced to build on prior taught content.

Mentors are required to capture the professional dialogue between themselves and the apprentice in the mentor meeting. This should be a maximum of 150 words and can be bullet points. In addition, the mentor meeting should enable the apprentice to capture their areas of strength and areas for development. This is recorded on the ERP under the School Experience tab, as shown in the image below.



☒ Single date
 ☐ Add an end date
 ☐ Ongoing

COMPLETED BY: SCHOOL MENTOR

Mentor meeting record

Capture the professional dialogue between trainee and school mentor here (max 150 words):

Capture your areas of strength for the week here:

Area of strength	Link to UW Curriculum

Capture your areas for development here:

SHARP target	Key actions	Link to UW curriculum

Certification of completion

Please tick when you have completed this page of your ERP.

☐ I confirm this page is complete.

You will see that sometimes apprentices are required to complete a reflection on their ERP, this should also be reviewed in the mentor meeting and is recorded on the ERP by the apprentice. Once all aspects of the apprentice's weekly development and mentoring record are complete, the apprentice should certify the page. The image below shows an example of where the apprentices should record reflections.

Reflection

Reflect on how the school uses strategies to incite intrinsic and extrinsic motivation for pupils (max 250 words).

What? <input type="text" value="Enter text..."/>	So what? <input type="text" value="Enter text..."/>
Now what? <input type="text" value="Enter text..."/>	

Pre- and Post- Phase Experience

The Initial Teacher Training (ITT): criteria and supporting advice: C2.2 states *Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across and **before and after the age range for which they are training to teach***. This means that all 5-11 apprentices should have experience of EYFS provision and Key Stage 3. All 3-7 apprentices should have experience in an EY setting with children aged 0-2 and in Key Stage 2.

This experience could be achieved in a number of ways:

- Discussions with teachers and other professionals, especially those dealing with transition arrangements
- Observing practice in these phases.

Apprentices should arrange to visit these settings as appropriate in liaison with their mentor. These visits should be arranged in the Building and Enriching phases.

CCF links: How Pupils Learn - UW Curriculum: Pedagogy

On the day, you should continue this reflection, focusing your observations on the pupils.

If you are in a Secondary setting (5-11 apprentices) or KS2 setting (3-7 apprentices):

Consider how pupil development of metacognitive strategies, motivation and memory impact learning. What impact does this have on the way we transition pupils between key stages?

If you are in an EYFS setting:

Focus on observing self-regulation strategies. How do children develop these through the early stages on their lives and what impact does this have on practice in EYFS and primary schools?

“Tutors and school-placed mentors work in harmony to deepen trainees’ knowledge of how to teach reading.”
(University of Worcester Ofsted Report, 2023)



School Closure – If a school closes, apprentices 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 apprentices may request a leave of absence, for paternity leave for example. In this instance the apprentice needs to gain permission from the school and the Course Leader/Alliance Lead (if applicable) prior to taking the leave of absence. Apprentices may be required to make this time up at the end of the course.

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 apprentices to continue teaching. For further information see the School Inspection Handbook (paragraph 118).

University (ITE) inspections – University (ITE) inspections take place in the spring and summer terms. Providers are normally notified of inspections on a Wednesday and inspectors visit schools during the following week. University tutors will support schools and apprentices with preparations.

“Leaders ensure that the Department of Education (DfE) core content framework (CCF) is fully covered through the primary ITE curriculum. Furthermore, they involve trainees in discussing and debating the research that underpins the CCF.”

(University of Worcester Ofsted Report, 2023)

SECTION 6:

SCHOOL EXPERIENCE DOCUMENTATION



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. 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.

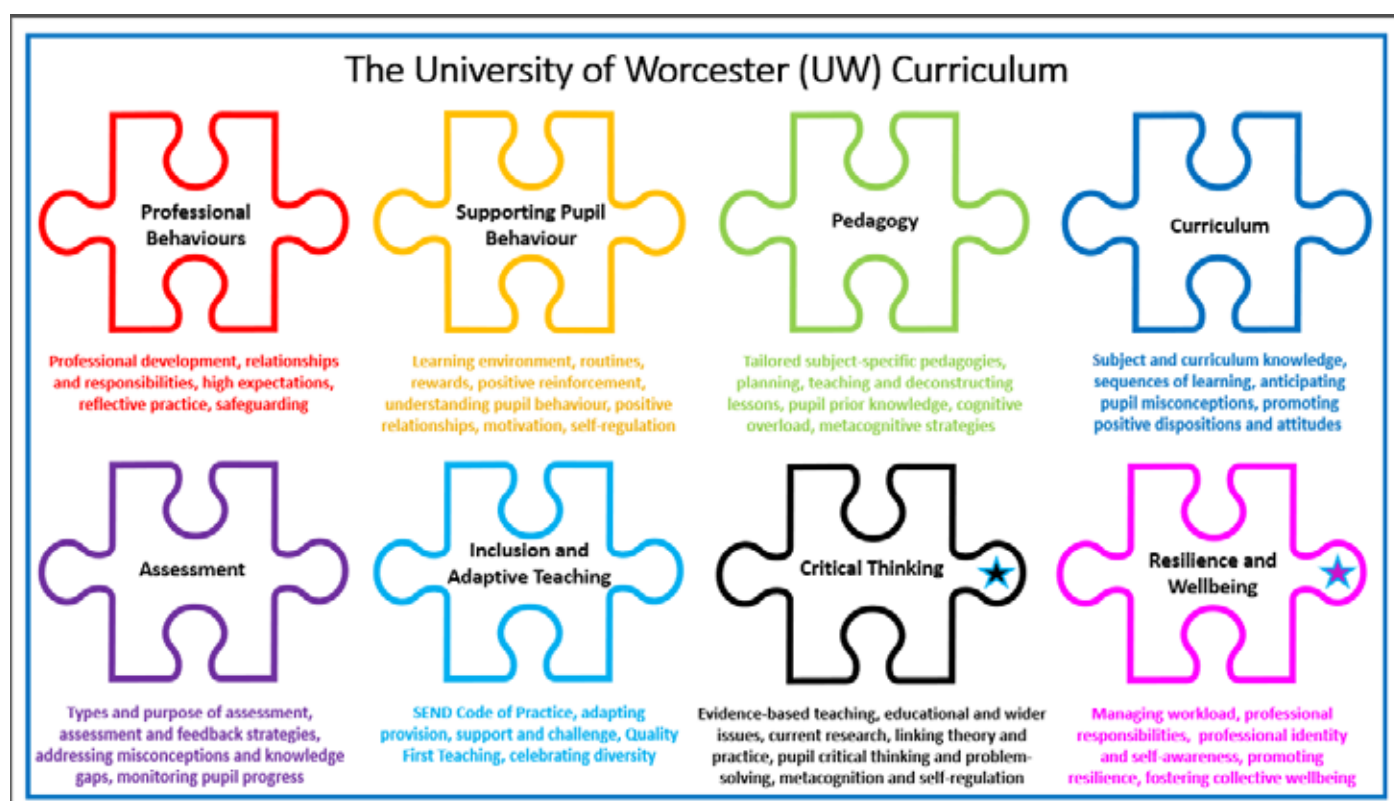
The ITTECF sets out two types of content. Within each area, key evidence statements ('Learn that...') have been drawn from current high-quality evidence from the UK and overseas. Apprentices see these statements referenced in all taught sessions.

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 mentor meeting requirements on the ERP so that you can use them with apprentices to practise key skills. Apprentices 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 UW curriculum is organised into curriculum threads: Professional Behaviours, Behaviour Management, Curriculum, Pedagogy, Assessment, Inclusion, Diversity and Global Citizenship, Critical Thinking and Resilience and Wellbeing for All. You will notice these themes as they spiral through the training, each time broadening the focus and deepening the understanding.

Weekly tasks and mentor meetings review the UW curriculum threads. This ongoing formative assessment focuses on whether apprentices are gaining, applying and refining the knowledge and skills set in the ITTE curriculum. Ongoing assessment enables tutors, mentors and apprentices to diagnose deficits and close gaps.



Lesson Planning

Whilst in the building phase apprentices develop their practice in planning individual lessons, in the later stages of the enriching phase and the thriving phase apprentices 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 apprentice workloads. By working together, drawing on evidence about 'what works', apprentices 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

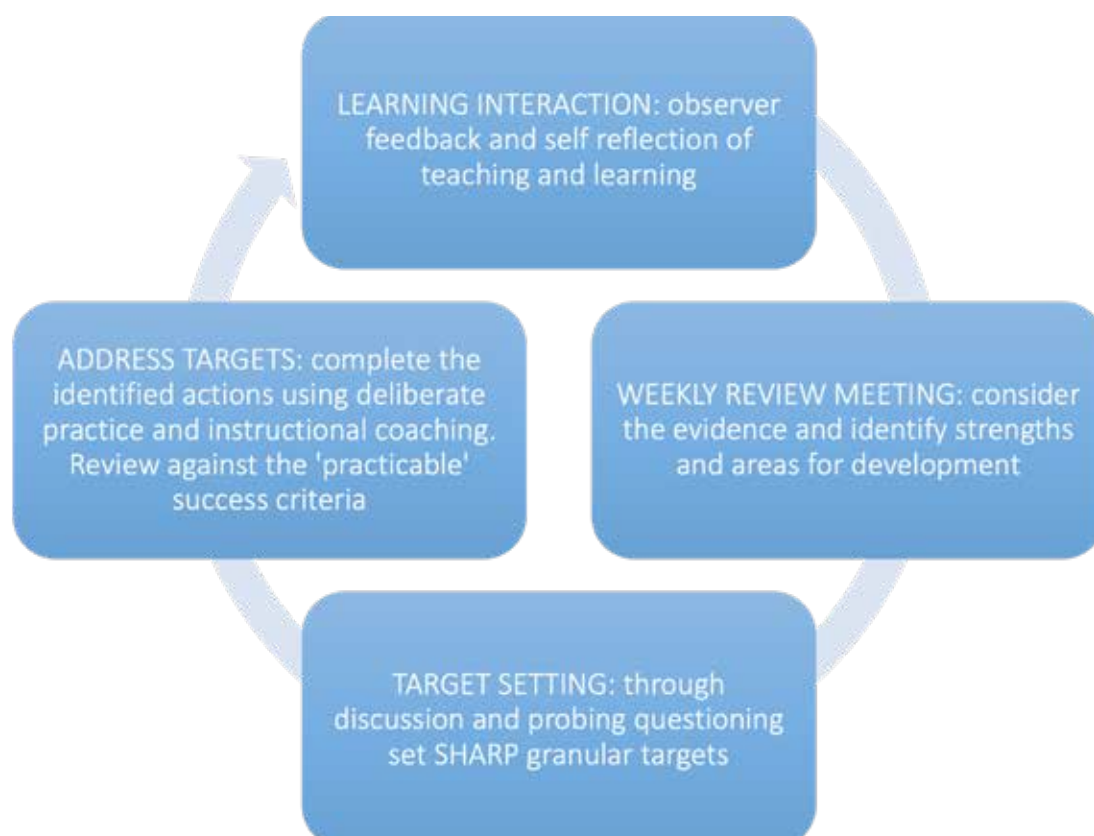
It is essential that apprentices reflect on lessons and use these to inform comments in the mentor meeting. During the building phase three detailed lesson annotations should be written each week. In the enriching and thriving phases apprentices should use the weekly review to evaluate the impact their teaching is having on learning unless guided otherwise by their lead mentor.

Target Setting

The quality of a apprentice's teaching should be assessed against the Teachers' Standards in full at the end of their training. Reviewing the evidence of the impact a apprentice has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the apprentice and mentor need to work in partnership, setting, monitoring and reviewing granular targets to support a continuous cycle of improvement throughout their training 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 formative progress descriptors.



The Target Setting Process



Further guidance on the target setting process can be found in the 'Principles of Target Setting' booklet available on the [Partnership Website](#).



Lead Mentor Visits: Individual Learner Reviews

Initial visits take place within the first couple of weeks of a new placement and are conducted online, usually via Teams, and last for about 30 minutes. The meeting should be between the lead mentor, mentor and ic. There should be the opportunity for the lead mentor to meet the apprentice and mentor individually. The purpose of the visit is to quality assure that a placement is being conducted in line with the expectations of the partnership agreement. It is also to establish that the apprentice and mentor have a clear understanding of responsibilities when on placement and that apprentices are conducting themselves professionally. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab.

Quality assurance visit:

These visits usually take place within the first half of a placement and are face to face. The visit should take about an hour. In preparation for the visit, the lead mentor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of apprentice (about 20 minutes)
- Observe the post lesson discussion between the mentor and apprentice
- Individual discussion with mentor
- Individual discussion with apprentice- including looking at SE file

*Please note these do not need to occur in this order

The purpose of this visit is to quality assure the mentoring process and to moderate the progress of the apprentice and provide support to the apprentice and the mentor. All paperwork will be completed on the ERP. The visit form can be viewed in advance by clicking on the QA and visit form tab. Please ensure the lead mentor can access Wi-Fi during the visit, or a school device connected to the internet.

Assessment moderation visit:

These visits usually take place towards the end of placements and are conducted online, usually via teams. The meeting takes between 30 minutes and an hour. The purpose of the visit is to moderate the mentor's judgement of apprentice progress over the relevant phase of their training. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the lead mentor, mentor and apprentice. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab.

Pre-summative assessment visit:

These visits usually take place towards the mid-point of the final placement and are face to face. The visit should take about an hour and a half. In preparation for the visit, the lead mentor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of apprentice (about 20 minutes)
- Observe the post lesson discussion between the mentor and apprentice
- Individual discussion with mentor
- Individual discussion with apprentice- including looking at SE file
- Tripartite assessment of thriving descriptors.

*Please note these do not need to occur in this order

The purpose of this visit is to quality assure the mentoring process and to moderate the mentor's judgement of apprentice progress over the thriving phase of their training. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the lead mentor, mentor and apprentice. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab. Please ensure the lead mentor can access Wi-Fi during the visit, or a school device connected to the internet.

Summative assessment visit:

These visits take place towards the end of the final placement and are face to face. The visit should take about two hours. In preparation for the visit, the lead mentor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of apprentice (about 20 minutes)
- Observe the post lesson discussion between the mentor and apprentice
- Individual discussion with mentor
- Individual discussion with apprentice- including looking at SE file
- Final tripartite assessment of the apprentice against the Teachers' Standards

*Please note these do not need to occur in this order

The purpose of this visit is to moderate the mentor's judgement of the apprentice against the Teachers' Standards. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the lead mentor, mentor and apprentice. The focus for the discussion with the apprentice can be found in the professional dialogue booklet to support the apprentices' preparations. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab. Please ensure the lead mentor can access Wi-Fi during the visit, or a school device connected to the internet.

“Ongoing formative assessment of trainees focuses on whether trainees are gaining, applying and refining the knowledge and skills set out in the ITE curriculum, paying particular attention to subject specific dimensions”
(Ofsted, 2020)

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, although how this is done for apprentices on salaried routes does differ.

The university confirms in writing that a non-salaried apprentice'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 apprentice 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.

Apprentices 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 apprentice 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
- A copy of Keeping Children safe in Education (this is also available for apprentices on Blackboard)

Other background checks

Schools have a duty to ensure that apprentices 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 and employing schools 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 apprentices 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 apprentice, 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 apprentices with any third party, including outside of the UK, without the consent of the apprentice 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. Apprentices 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 apprentices 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 apprentices as necessary.

In the event of a data breach, the apprentice 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 apprentices 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 for 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
- Mentor - The teacher who conducts the lesson observations and the weekly reviews
- Lead mentor – University Lead Mentor
- PAT – Personal Academic Tutor
- 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
- ERP – Electronic Reflective Portfolio based on the PebblePad platform.
- Code of Conduct – Sets the standard for expected behaviour and conduct of apprentice teachers
- Mentor Standards - National Standards for School-Based Initial Teacher Training (ITT) Mentors
- INA - Initial Needs Assessment
- ILPR - Individual learner Progress Review
- SHARP targets – Targets that are explicit in what needs to be achieved and how
- Partnership website - <https://www.worcester.ac.uk/about/academic-schools/school-of-education/school-partnerships/primary-partnership/>
- UW Curriculum - The University of Worcester Primary ITTE Curriculum
- Formative Progress Descriptors - Indicative behaviours of a apprentice successfully working in the Building, Enriching and Thriving phases of training.
- ITAP - Intensive Training and Practice
- PITE - Primary Initial Teacher Education (The undergraduate BA Hons course)
- PGCE - Postgraduate Certificate in Education
- TIPE - The BA Hons Top-up in Primary Education

The following documents are used across all Primary Courses

Form/Template	Purpose/Who	When	Where to find it plus additional information
Weekly mentor meeting record	To be completed by mentors and apprentices	Weekly	ERP
Reflections against UW curriculum	Should be completed by the apprentice in advance of mentor meeting	As required in the ERP	ERP
Lesson planning template	Templates are available for apprentices on Blackboard for independent lesson planning in the building and enriching phases of training	Building and enriching phases of training	Blackboard
Lesson observation of apprentice form	Two formal observation to be completed by mentor- must refer to UW curriculum	Weekly	Partnership website- documentation
Lesson observation of practice	Apprentices complete these as instructed in the ERP and during 10% development time as guided by mentor	As instructed in the ERP	Blackboard
Initial Visit Form	Completed by lead mentor	In the first two weeks of placement	ERP
QA Visit Form	Completed by lead mentor	As on placement calendar, usually in the middle of placement	ERP
Placement calendar			Published on Partnership Website, ARC and pages ## of this booklet.
Assessment of apprentice and moderation form	Completed by mentor and lead mentor	As on placement calendar, usually towards the end of placement	ERP
Code of Conduct for apprentices	Apprentices and as a reference for mentors	At the start of the course	ERP
Cause for concern flowchart and supporting documentation	For lead mentors and mentors	As required	Partnership webpage - additional information for mentors
Assessment guidance	For all stakeholders	As applicable	Partnership webpage - additional information for mentors
Attendance record	Apprentices- signed off by mentors	Daily by apprentice and weekly by mentor	ERP
Mentor Standards	For all stakeholders	Continuously	Partnership webpage - additional information for mentors

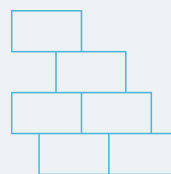
PGCE PRIMARY APPRENTICESHIP CURRICULUM VISION

PGCE PRIMARY APPRENTICESHIP

The PGCE Primary Apprenticeship curriculum at the University of Worcester has been carefully sequenced and designed to support all trainees in their aspiration to be outstanding teachers of the future. This document is designed to provide a brief overview into the vision of our ambitious curriculum and is mapped against the Initial Teacher Training and Early Career Framework.

BUILDING...

In the first phase, trainees reflect on their experiences to date to build their teacher identity through the Developing Teacher module, exploring key areas such as reflective practice, supporting pupil behaviour and professional behaviours. In the Learning Child module, students develop an understanding of the requirements of the National Curriculum and EYFS through engagement with the core and foundation subjects. Trainees have their first school experience, laying the foundations towards becoming a primary school teacher and Intensive Training and Practice focused on behaviour.



ENRICHING...



The second phase enriches trainees' knowledge and understanding of a developing teacher. Inclusive practice is firmly embedded through the development of subject specific pedagogies and further exploration into the breadth of the role. Students enhance their understanding of child development and learning theories and embed critical analysis into their practice. They reflect their progress through engagement with research and literature in the Developing Teacher assignment. Trainees complete their second school experience and complete Intensive Training and Practice in both pedagogy and assessment.

THRIVING...

The final phase sees the trainees immersed in classroom practice, embedding the skills and knowledge learnt to become an outstanding practitioner. Engagement in Professional Development days enables students to consolidate their understanding of how to support pupil progress in the classroom. For trainees submitting the Learning Child assignment, students focus on critically evaluating a sequence of learning in a specific subject of their choice. Trainees complete their third and final school experience placement.



EMBEDDING AMBITION...



By the end of the course, trainees are ready to make the transition into their ECT induction. They will have succeeded in the first part of their career as a primary school teacher. All pathways encourage trainees to develop an excellent understanding of teaching and learning, the curriculum, pedagogies, inclusive practice and professional responsibilities. The ECT transition conference at the end of the course ensures that a PGCE Primary Apprenticeship trainee from the University of Worcester will have the tools to flourish as an outstanding teacher.

MOVING FORWARD...

As each trainee begins their Early Career Framework entitlement, they will be able to access all resources from the course, have ongoing support through the Early Career Community, supporting all trainees in Worcestershire and beyond. When each student leaves Worcester to enter the teaching community, we continue to be there to help and encourage.



BUILDING

ENRICHING

THRIVING

MOVING FORWARD

← AMBITION →



Primary Apprenticeship

Handbook (for schools) 2024-25

University of Worcester

Institute of Education

September 2024