University
of Worcester

PGCE Secondary

Partnership Handbook (for schools) 2022-23

School of Education

CONTENTS

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

SECTION 2:
ESSENTIAL INFORMATION

Welcome to the University of Worcester PGCE Secondary Partnership Handbook (for schools) 2022-23

This guidance provides the essential information about the University of Worcester Secondary Partnership: Core and School Direct. 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 continuingly 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, 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).

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 School Direct contact - Yvonne Cashmore (y.cashmore@worc.ac.uk).

Tutor	Role	e-mail address
Yvonne Cashmore	Business with Economics SL and School Direct	y.cashmore@worc.ac.uk
Rebecca Davidge	Religious Education SL	r.davidge@worc.ac.uk
Janinne DeLorenzo	Science SL	j.delorenzo@worc.ac.uk
Bronwen Duggan	English SL	b.duggan@worc.ac.uk
Sarah Emmerson	PGCE Course Leader	s.emmerson@worc.ac.uk
Kim Hibbert-Mayne	Physical Education	k.hibbertmayne@worc.ac.uk
David Hunt	Computer Science SL	d.hunt@worc.ac.uk
Simon Huson	Art and Design SL	s.huson@worc.ac.uk
Anita Iddon	English	a.iddon@worc.ac.uk
Suzanne Lawson	Head of Partnerships	s.lawson@worc.ac.uk
Eleanor Lengthorn	Geography SL	e.lengthorn@worc.ac.uk
Ben Looker	Science SL	b.looker@worc.ac.uk
Judy Miller	Psychology SL	j.miller@worc.ac.uk
Rachael Moore	History SL	rachael.moore@worc.ac.uk
Jane Moreton	Mathematics SL	j.moreton@worc.ac.uk
Sue Parker-Morris	D&T SL	s.parkermorris@worc.ac.uk
Claire Rowlands	Course Administrator	c.rowlands@worc.ac.uk
Charlotte Ross	Physical Education	charlotte.ross@worc.ac.uk
Isabelle Schäfer	Modern Languages SL	i.schafer@worc.ac.uk
Christine Watson	Mathematics	christine.watson@worc.ac.uk
Alison Winson	Head of Department	a.winson@worc.ac.uk
Dave Woodward	Physical Education SL	d.woodward@worc.ac.uk
SL = Subject Leader		

PGCE Secondary Course Overview (PGCE Core) 2022-23

Wk	w/b	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
2	29/08	BANK HOLIDAY					
3	05/09			PS S S	S PS PS	PS S	72 hrs of Subject sessions
4	12/09	S S S	S S S	S S PS	PS PS PS	PS PS DT	
5	19/09	S S S	S S S	S S PS	PS PS PS	PS PS DT	
6	26/09	S S S	S S S	S S PS	PS PS PS	PS PS DT	54 hrs of Professional Studies
7	03/10	S S S	PS PS DT	School 1 Induction	School 1 Induction	School 1 Induction	
8	10/10	S S S	PS PS DT	School 1 Induction	School 1 Induction	School 1 Induction	9 days on placement
9	17/10	EA S S S	PS PS DT	School 1 Induction	School 1 Induction	School 1 Induction	
10	24/10	DIRECTED TIME					
11	31/10	School 1	School 1	School 1	School 1	School 1	14 hrs of Subject sessions
12	07/11	School 1	School 1	School 1	School 1	School 1	
13	14/11	School 1	School 1	School 1	School 1	EA S S	
14	21/11	S S PS	School 1	School 1	School 1	School 1	2 hrs of Professional Studies
15	28/11	School 1	School 1	School 1	School 1	School 1	
16	05/12	School 1	School 1	School 1	School 1	Writing Retreat	32 days on placement
17	12/12	School 1	School 1	School 1	School 1	School 1	
18	19/12	HOLIDAY					
19	26/12	BANK HOLIDAY	BANK HOLIDAY	HOLIDAY			
20	02/01	BANK HOLIDAY	Directed Time	S S S	PS PS PS	PS PS PS	54 hrs of Subject sessions
21	9/01	Enhancement Activity	S S S	S S S	PS PS PS	PS PS DT	
22	16/01	S S S	S S S	S S S	PS PS PS	School 2 induction	32 hrs of Professional Studies
23	23/01	S S S	S S S	S S S	PS PS DT	School 2 induction	
24	30/01	School 2	School 2	School 2	School 2	School 2	
25	06/02	School 2	School 2	School 2	School 2	School 2	17 days on placement
26	13/02	School 2	School 2	School 2	School 2	School 2	
27	20/02	DIRECTED TIME					
28	27/02	School 2	School 2	EA PS S	School 2	School 2	30 hrs of Subject sessions
29	06/03	School 2	School 2	School 2	School 2	School 2	
30	13/03	S S S	School 2	School 2	School 2	School 2	8 hrs of Professional Studies
31	20/03	School 2	School 2	School 2	School 2	School 2	
32	27/03	Writing Retreat	S S S	PS PS PS	S S DT	S S S	18 days on placement
33	03/04	HOLIDAY				BANK HOLIDAY	
34	10/04	BANK HOLIDAY	HOLIDAY				
35	17/04	School 2	School 2	School 2	School 2	School 2	2 hrs of Subject sessions
36	24/04	School 2	School 2	School 2	School 2	School 2	
37	01/05	BANK HOLIDAY	School 2	School 2	School 2	School 2	2 hrs of Professional Studies
38	08/05	School 2	School 2	School 2	School 2	EA PS S	
39	15/05	School 2	School 2	School 2	School 2	School 2	28 days on placement
40	22/05	School 2	School 2	School 2	School 2	School 2	
41	29/05	BANK HOLIDAY	DIRECTED TIME				
42	05/06	Presentations/School	Presentations/School	School 2	School 2	School 2	16 hrs of Subject sessions
43	12/06	School 2	School 2	School 2	School 2	School 2	2 hrs of Professional Studies
44	19/06	S S S	School 2	School 2	School 2	School 2	
45	26/06	School 2	School 2	School 2	S PS S DT		16 days on placement

S = Subject sessions, PS = Professional Studies, EA = Enhancement Activities, Sch = Placements, DT = Directed Time

PGCE Secondary Course Overview (School Direct) 2022-23

Wk	w/b	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
2	29/08	BANK HOLIDAY			Lead School	Lead School	
3	05/09	Lead School	Lead School	Lead School	PS S S S	PS PS S	72 hrs of Subject sessions
4	12/09	S S S	S S S	S S	PS PS PS PS	Lead School	
5	19/09	S S S	S S S	S S	PS PS PS PS	Lead School	23 hrs of Professional Studies plus Alliance sessions
6	26/09	S S S	S S S	S	Lead School	Lead School	
7	03/10	S S S	Lead School	Lead School	Lead School	Lead School	22 days on placement
8	10/10	S S S	Lead School	Lead School	Lead School	Lead School	
9	17/10	EA S S S	Lead School	Lead School	Lead School	Lead School	
10	24/10	DIRECTED TIME					
11	31/10	Lead School	Lead School	Lead School	Lead School	Lead School	14 hrs of Subject sessions
12	07/11	Lead School	Lead School	Lead School	Lead School	Lead School	
13	14/11	Lead School	Lead School	Lead School	Lead School	EA S S	2 hrs of Professional Studies plus Alliance sessions
14	21/11	S S PS	Lead School	Lead School	Lead School	Lead School	
15	28/11	Lead School	Lead School	Lead School	Lead School	Lead School	
16	05/12	Lead School	Lead School	Lead School	Lead School	Writing Retreat	32 days on placement
17	12/12	Lead School	Lead School	Lead School	Lead School	Lead School	
18	19/12	HOLIDAY					
19	26/12	BANK HOLIDAYS	HOLIDAY				
20	02/01	BANK HOLIDAY	Directed Time	S S S	PS PS PS	PS PS PS	54 hrs of Subject sessions
21	9/01	Enhancement Activity	S S S	S S S	PS PS PS	PS PS PS	Lead School
22	16/01	S S S	S S S	S S S	PS PS PS	School 2 induction	22 hrs of Professional Studies plus Alliance sessions
23	23/01	S S S	S S S	S S S	PS PS DT	School 2 induction	
24	30/01	School 2	School 2	School 2	School 2	School 2	
25	06/02	School 2	School 2	School 2	School 2	School 2	19 days on placement
26	13/02	School 2	School 2	School 2	School 2	School 2	
27	20/02	DIRECTED TIME					
28	27/02	School 2	School 2	EA PS S	School 2	School 2	30 hrs of Subject sessions
29	06/03	School 2	School 2	School 2	School 2	School 2	8 hrs of Professional Studies
30	13/03	S S S	School 2	School 2	School 2	School 2	
31	20/03	Lead School	Lead School	Lead School	Lead School	Lead School	18 days on placement
32	27/03	Writing Retreat	S S S	PS PS PS	S S DT	S S S	
33	03/04	HOLIDAY				BANK HOLIDAY	
34	10/04	BANK HOLIDAY	HOLIDAY				
35	17/04	Lead School	Lead School	Lead School	Lead School	Lead School	2 hrs of Subject sessions
36	24/04	Lead School	Lead School	Lead School	Lead School	Lead School	
37	01/05	BANK HOLIDAY	Lead School	Lead School	Lead School	Lead School	2 hrs of Professional Studies
38	08/05	Lead School	Lead School	Lead School	Lead School	EA PS S	
39	15/05	Lead School	Lead School	Lead School	Lead School	Lead School	28 days on placement
40	22/05	Lead School	Lead School	Lead School	Lead School	Lead School	
41	29/05	BANK HOLIDAY	DIRECTED TIME				
42	05/06	Presentations/School	Presentations/School	Lead School	Lead School	Lead School	21 hrs of Subject sessions
43	12/06	Lead School	Lead School	Lead School	Lead School	Lead School	2 hrs of Professional Studies plus alliance sessions
44	19/06	S S S	Lead School	Lead School	Lead School	Lead School	
45	26/06	Lead School	Lead School	Lead School	S PS S DT		16 days on placement

S = Subject sessions, PS = Professional Studies, EA = Enhancement Activities, Sch = Placements, DT = Directed Time

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

Autumn Term

Friday 18 November 2022
Monday 21 November 2022
Friday 9 December 2022

Spring/Summer Term

Wednesday 01 March 2023

Monday 13 March 2023

Monday 27 March, Tuesday 28 March, Wednesday 29 March, Thursday 30 March and Friday 31 March 2023.

Either Monday 05 June or Tuesday 06 June 2023.

Monday 19 June 2023.

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.

Mentor Meetings

All new mentors (core and school direct) 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.

New Mentor Training 2022-23

Friday 16 September 2022 and Friday 21 October 2022

Friday 13 January 2023 and Wednesday 08 February 2023

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 school experience briefings (autumn and spring). These are across a two-week period at a range of venues and online. **In 2022-23 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 website) or by contacting c.rowlands@worc.ac.uk. Mentor attendance is monitored.

Online School Experience Briefings and Subject Updates

DATE	TIME	SUBJECT UPDATE
Tuesday 27 September	4.15-5.30	PMs+ Maths, English, Science, Computer Science & PE
Wednesday 28 September	4.15-5.30	PMs+ Art & Design, D&T, PE & MFL
Thursday 29 September	4.15-5.30	PMs+ Geography, History, RE, Business, Psychology & PE
Monday 3 October	4.15-5.30	PMs+ Art & Design, D&T, PE & MFL
Tuesday 4 October	4.15-5.30	PMs+ Geography, History, RE, Business, Psychology & PE
Thursday 6 October	4.15-5.30	PMs+ Maths, English, Science, Computer Science & PE

School Experience Briefings

DATE	TIME	SUBJECT UPDATE
Monday 16 January	4.15-5.30	PMs+ Maths, English, Science & Computer Science & PE
Tuesday 17 January	4.15-5.30	PMs+ Art & Design, D&T, PE & MFL
Wednesday 18 January	4.15-5.30	PMs+ Geography, History, RE, Business, Psychology & PE
Monday 23 January	4.15-5.30	PMs+ Art & Design, D&T, PE & MFL
Tuesday 24 January	4.15-5.30	PMs+ Geography, History, RE, Business, Psychology & PE
Thursday 26 January	4.15-5.30	PMs+ Maths, English, Science, Computer Science & PE

DEADLINES FOR SCHOOL REPORTS

Final 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	Friday 9 December 2022
Second School Report	Wednesday 22 March 2023
Final School Report	Wednesday 14 June 2023

Head of Strategic Partnership Lead (University) undertakes the following:

- Development of, in close collaboration with the course leader, mentor training for new (to Worcester) mentors, school briefings and advanced mentor training across all routes.
- Coordination of the placement team to oversee the organisation for core placements to ensure an excellent student experience including overseeing expectations regarding trainee workload.
- Quality assurance of new placement settings (core and school direct) and sourcing new placements based on subject and regional need for core trainees.
- Work with school leaders, alliance leads and professional 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.
- Development of partnership handbooks and resources.
- 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 and the development of the ARC software for placement activities.
- Coordinate and chair the PGCE Partnership Advisory Group and School Direct Strategic Meetings.
- Contribute effectively to Ofsted inspections.
- 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.
- Strategically manage Early Career Teacher liaison work across the partnership.

The professional mentor undertakes the following:

- To be the first point of contact, and to maintain communication, with the trainee, subject mentor (school), school direct alliance (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 wellbeing.
- 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 school direct alliance leads (if applicable), subject tutors (university) and subject 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 mentor undertakes the following:

- Day to day supervision, 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, school direct alliance leads (if applicable) and tutors to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support trainees to manage their own workload and wellbeing whilst they train.

Professional and subject mentor will both:

- Liaise and communicate with the subject tutor (university), and as applicable alliance leads for school direct, 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.

Course leader (university) undertakes the following:

- Lead, manage and effectively deliver the PGCE secondary course ensuring coverage of the ITE Core Content Framework.
- Ensure that the workload of trainees is manageable.
- Lead and assist in the recruitment and admissions process overseeing all selection procedures.
- Oversee suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association in partnership with the university admissions team.
- Embed quality assurance processes into the course design and delivery.
- Oversee the management, progress, safeguarding and health and well-being of trainees across all subjects and routes.
- Work with the Head of Strategic Partnership to develop excellent working relationships with school direct alliances, partner schools, colleges 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.

School Direct Alliance Lead in liaison with the University of Worcester undertakes to:

- Actively advertise and recruit school direct teacher training places.
- Work collaboratively with the University of Worcester in the two stage selection process. The alliance 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 School Direct salaried routes).
- Plan and deliver school direct trainee school induction processes.
- Organise appropriate alliance main and second placements for trainees.
- Quality assure placements across the alliance 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 alliance ensuring compliance with the ITE Core Content Framework.
- Agree representation at the appropriate course committees including the Partnership Advisory Group and the School Direct Strategic Meeting Group.
- Supply appropriate alliance documentation.

School Direct Course Coordinator (university) undertakes the following:

- Liaise and support school direct alliance leads, the PGCE Secondary Course Leader and the Head of Strategic Partnership.
- Ensure that the workload of trainees is manageable.
- Coordinate and lead the school direct professional studies programme in university.
- Oversee, advise on and quality assure the professional studies programme delivered by alliances.
- Support the alliances and the UW partnership team to secure appropriate second school placements.
- Carry out joint observations with alliance leads to QA mentoring of SD trainees.
- Deliver bespoke training in schools which is based on need.
- Ensure the opportunity to share good practice across alliances.
- Attend and contribute to alliance meetings, alliance recruitment events and SD strategic meetings.

Subject tutor (university) undertakes the following:

- Design 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.
- 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 Tutor Visit Form to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regularly review 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.
- Mark and moderate assignments.

SECTION 4: ABOUT TRAINEE TEACHERS – ENTITLEMENT & PROFESSIONAL CONDUCT

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 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)

On the School Direct route school experience is arranged in three phases:

- Phase 1 - induction in base school and school experience 1 (autumn term)
- Phase 2 - second school experience (spring term)
- Phase 3 - base school experience (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 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 trainees will purposeful practice, key concepts supported by high quality feedback, in preparation for delivery in the classroom. Purposeful integration will be quality assured by university tutors during school visits and the weekly review of trainee's 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 at university and school on the 'PGCE Secondary Attendance Register' and submit this on PebblePad.

As noted in the 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.*

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

Purpose: The tutor 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 subject tutor 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 mentor and tutor 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 mentor and the tutor 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 mentor should lead the post lesson conversation. There will be times when the tutor 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 page 28/29 for details). Tutors and 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.

Covid-19

Trainees should receive a course that is as complete as possible and adjustments due to Covid-19 will be made only when necessary. Trainees will be assessed against the curriculum with final judgments made against the Teachers' Standards at the end of the course.

Trainees have been advised to:

- Follow government and university advice.
- Stay at home if they think they have coronavirus (self-isolating). Report this absence to the school, their tutor and the course administrator immediately.
- Stay alert and safe: follow social distancing guidance.

Assignments

Trainees complete two assignments during the course. The first assignment (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 22 May 2023. 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 subject tutors 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.

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 tutors 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 subject tutors 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.
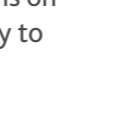
The (pink) Progression booklet is a formative assessment tool allowing trainees and mentors to periodically self-assess progress (weekly reviews) and set challenging personal targets. The language in the booklet should be used to write focused/SHARP granular targets considering how to move across the grid. Mentors should also use the booklet as guidance when writing formative school reports. "Great teachers continuously improve over time, benefitting 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 (core)

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.

AUTUMN PHASE 1	
Dedicated sessions	ALL **highlighted** dedicated sessions must be covered in accordance with *Ofsted,* the *ITT Core Content Framework* and *ITT criteria.*
Induction – Professional Behaviours Links to university sessions on: Professional behaviours (phase 1) PB	**Share** • **Child protection policy & safeguarding procedures including reference to DfE (2021) 'Keeping Children safe in Education'** document (trainees have a copy on PebblePad). • Emergency procedures (first aid, fire, lock-down) • **Code of conduct for staff**, E Safety & General Data Protection Regulation • Assessment policy (including homework & marking) • Behaviour management policy • Roles & responsibilities of key staff (Head, SLT, **designated safeguarding lead**, SENCo, pastoral care) **Discuss** • School profile including aims, ethos and diversity, the school's challenges and opportunities *(the role teachers play in the wider school community/society)* • Promotion of British values and the Prevent agenda • *Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues (CCF 8.3)* • Strategies to promote work life balance and well-being
Behaviour management Links to University sessions on: Behaviour Management (phase 1) BM	**Intended learning** • *To recognise that establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment (CCF 7.1)* • *That pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) (CCF 7.6)* • *Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils (CCF 1.2)* • *Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success (CCF 8.4)* • **Collaborate with an effective form tutor** – to take part in the day-to-day life of the school, including the pastoral system, extra-curricular activities and parents' evenings.
Adaptive teaching to meet the needs of individuals Links to University sessions on: Introduction to SEND (phase 1) AT	**Intended Learning** • *That pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (CCF5.1)* • *Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (CCF5.2)* • *Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (CCF5.3)* • *Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. (CCF5.7)*
Assessment: Using school data Links to University sessions on: The basics of data and assessment (phase 1) A	**Intended Learning** • *To understand to be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect (CCF6.4)* • *To work with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. (CCF6.7)*

Dedicated sessions	ALL **highlighted** dedicated sessions must be covered in accordance with *Ofsted*, the *ITT Core Content Framework* and *ITT criteria*.
Professional behaviours - Induction Links to University session 'school briefing 2' 	**Share** • **Child protection policy & safeguarding procedures including reference to DfE (2016) 'Keeping Children safe in Education'** document (trainees have a copy on PebblePad). • Emergency procedures (first aid, fire, lock-down) • **Code of conduct for staff**, E Safety & General Data Protection Regulation • Assessment policy (including homework & marking) • Behaviour management policy • Roles & responsibilities of key staff (Head, SLT, d**esignated safeguarding lead**, SENCo, pastoral care) **Discuss** • School profile including aims, ethos and diversity, the school's challenges and opportunities (the role teachers play in the wider school community/society) • Promotion of British values and the Prevent agenda • *Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues (CCF 8.3)* • Strategies to promote work life balance and well-being
Managing behaviour Links to University sessions on: Behaviour management (phase 2) 	**Intended learning** • *Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment (CCF7.1)* • *The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives (CCF7.3)* • *Building effective relationships is easier when pupils believe that their feelings will be considered and understood (CCF7.5)* • *Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) (CCCF7.6)*
Assessment: Data management, Assessment and Pupil progress Links to University sessions on: Progress and data in the autumn term and subject sessions on assessment in phase 2. 	**Intended learning** • *To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect (CCF6.4)* • *Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload (CCF6.7)*
Adaptive Teaching: Meeting the needs of individuals Links to University sessions on: SEND delivered as part of the SEND conference series of sessions. A range of partnership and specialist schools deliver workshops on meeting the needs of individuals who need specialist support. Trainees who have worked as support staff also share their experiences. Some trainees also follow the SEND enhancement activity 	**Intended learning** • *Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers (CCF8.5).* • *Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential (CCF5.7)* • *Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils (CCF5.4).*

How pupils learn Links to University sessions on: how pupils learn that are threaded throughout the course 	**Intended learning** • *Learning involves a lasting change in pupils' capabilities or understanding (CCF2.1)* • *Prior knowledge plays an important role in how pupils learn; committing some key facts to their long term memory is likely to help pupils learn more complex ideas (CCF2.2)* • *An important factor in learning is memory, which can be thought of as comprising two elements; working memory and long-term memory (CCF2.3)* • *Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded (CCF2.4)* • *Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge (CCF2.5)* • *Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall (CCF2.8)*
Professional Behaviours: Pastoral care Assemblies, house systems, tutoring, counselling. Links to University sessions on: health and well-being. Some trainees also follow the Teenage Mental Health enhancement activity 	**Intended learning** • *Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils (CCF1.1)* • *Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure (CCF7.7).* • *Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success (CCF7.4)* Collaborate with an effective form tutor – to take part in the day-to-day life of the school, including the pastoral system, extra-curricular activities and parents' evenings
Professional behaviours: Employability and getting a job Links to University sessions on: Employability and a Headteachers' Question Time panel attended by partnership heads. 	**Intended learning** • To understand what Headteachers are looking for when appointing teachers • To know what to expect from the interview day, student panel and formal interview • *Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration (CCF8.1)*
Transition and links to feeder schools and future destinations Links to subject sessions on transition from primary to secondary school.	**Intended learning** • To identify ways in which schools support the transition of pupils from one key stage to another • To know how secondary schools work with feeder schools to maximise pupil attainment and achievement • To know how secondary schools prepare pupils to future destinations. • **Visit to a primary school/feeder school**
Professional Behaviours: Life as an NQT Links to the University of Worcester Career Entry Profile in the summer term (phase 3). 	**Intended learning** • To clarify the requirements, procedures and expectations of the ECT year • To consider individual SHARP targets for the ECT year • *Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration (CCF8.1)* • *Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement (CCF8.2)*

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. For PGCE Core, trainees are often placed in subject pairs in the autumn term. School Direct trainees are in their Base School, often with other School Direct trainees.

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.

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 below.

Induction: PGCE: Core – 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
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

Induction PGCE: School Direct based on 25 hour week/ 5 hour school day								
Dates in school	Part of the Course	University taught DAYS	Collaborative working HOURS	Solo teaching HOURS	Observation or directed time* HOURS	School based professional development DAYS	Weekly review meetings HOURS	Study and preparation HOURS including an hour a week on PebblePad
Induction – week beginning 29/8/22	Induction	0	0	0	0	2 (if term has started)	0	0
Induction – wb 5/9/22	Induction	2	0	0	3 days SBT and observations		0	0
Induction – wb 12/9/22	Induction	4	0	0	0	1	0	0
Induction – wb 19/9/22	Induction	4	0	0	0	1	0	0
Induction – wb 26/9/22	Induction	3	0	0	3	1	0	2
Induction – wb 3/10/22	Induction	1	1	0	10	1	1	3
Induction – wb 10/10/22	Induction	1	2	1	7	1	1	4
Induction – wb 17/10/22	Induction	1	2	2	6	1	1	4

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 below (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.

PHASE 2 (CONSOLIDATION) & 3 (RENEWAL)

1: PGCE: Core – 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
31 Oct – 16 Dec 2022	Placement 1	6	6	5	2	6
30 Jan – 29 June 2023	Placement 2	2	12	3	2	6

2: PGCE: School Direct (in hours)					
Dates in school	Part of the Course	Collaborative working	Solo teaching	Observation or directed time	School based professional development and study and preparation, including an hour a week on PebblePad	Weekly review meetings with subject mentor
31 Oct – 13 Jan 2023	Base School Experience 1	6	6	5	7	1
20 Jan – 17 March 2023	Second School Experience – at least 30 days	2	12	3	7	1
20 March – 28 June 2023	Base School Experience 2	2	12	3	7	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 tutors.

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 maintain a 50% timetable throughout 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 the core and school direct 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 Second Subject Support. 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: C2.2 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 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 post compulsory 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 the *'PGCE Secondary Attendance Record'* on 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/Alliance 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 tutor 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. University tutors 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 Core Content Framework

The Department for Education has published the ITT Core Content Framework (for use in teacher training) and the Early Career Framework (for the early years of teaching). These documents establish an entitlement to a 3 year (or more) structured package of support for new teachers.

The ITT Core Content Framework 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 ITT Core Content Framework.

The ITT Core Content sets out two types of content – mirroring the Early Career Framework. Within each area, key evidence statements ('Learn that…') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that…' statements are deliberately the same as the 'Learn that…' statements in the Early Career Framework. Trainees see these statements referenced in all taught sessions.

In addition, the ITT Core Content Framework details practice statements (Learn how to…) based on the practice statements in the ECF but altered so they are appropriate for teacher training. 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 practice 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 classroom 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.

University tutors and Alliance 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 tutors, 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.
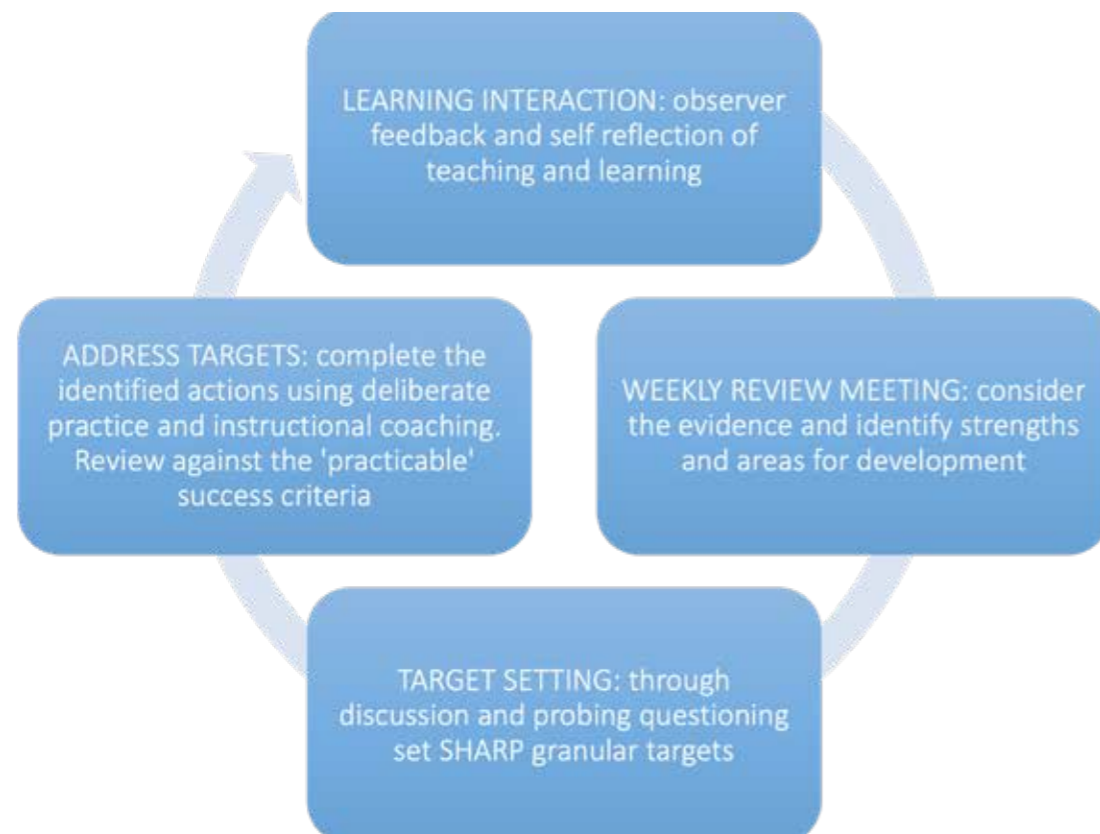
The Target Setting Process

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**, underlined at Easter and highlighted 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 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 university tutor 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 the subject tutor/mentor (alliance lead if applicable) and will meet with the Course Leader. A trainee graded at 'confident' will be monitored closely by the subject tutor. 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 university tutors, 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.

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

SECTION 8: OVERVIEW OF PAPERWORK

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, including salaried School Direct programmes, have been subject to these checks, although how this is done for trainees on salaried routes does differ.

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
- 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 and employing schools (School Direct Salaried) 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 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.
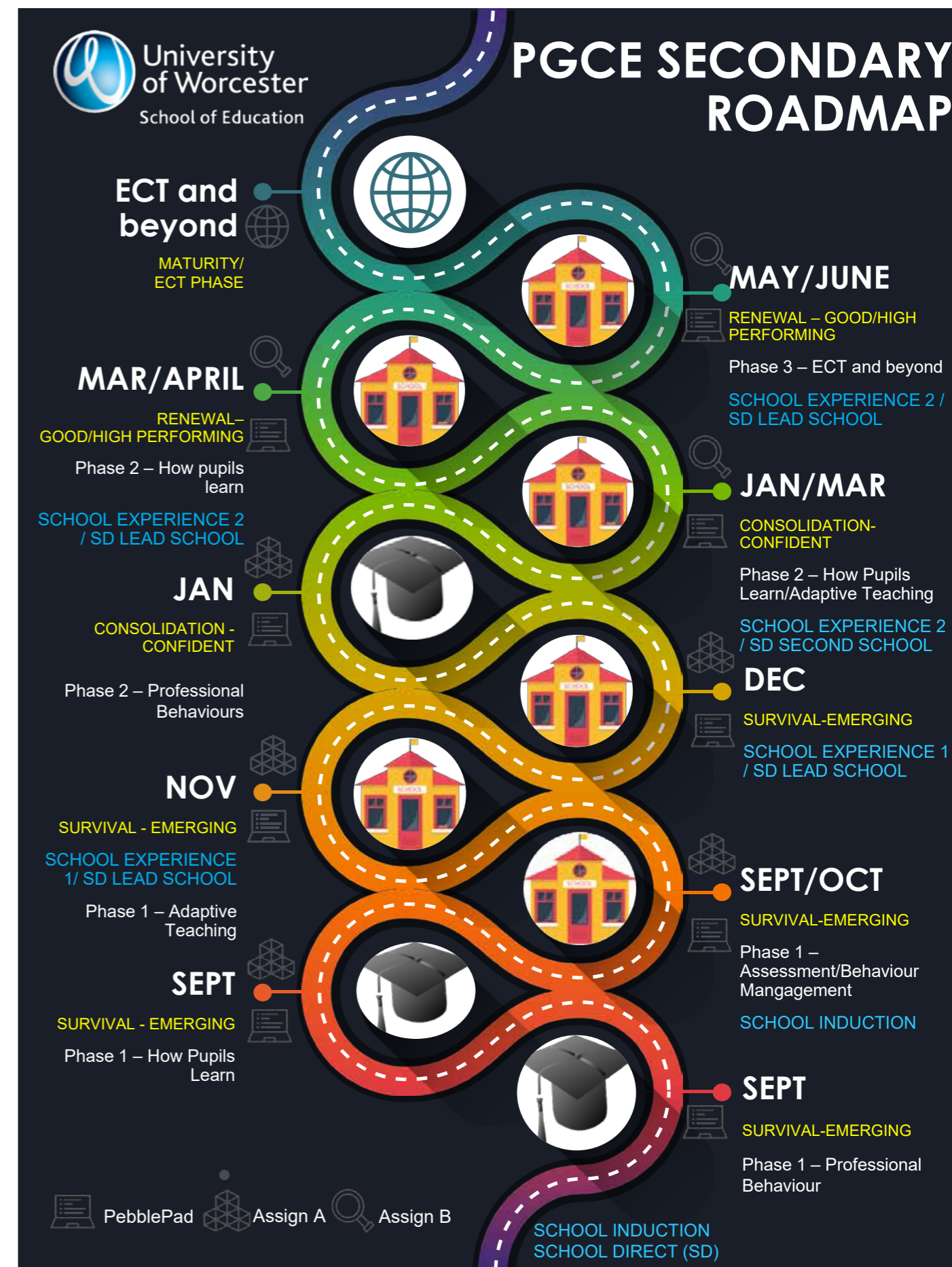
Glossary of term, useful abbreviation and acronyms

- 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
- Tutor – 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 – scaffolded 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.

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	University subject tutor
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 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
Tutor visit form	For tutors 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	Trainees download from Blackboard

University of Worcester
School of Education

PGCE SECONDARY ROADMAP

ECT and beyond
MATURITY/ ECT PHASE

MAY/JUNE
RENEWAL – GOOD/HIGH PERFORMING
Phase 3 – ECT and beyond
SCHOOL EXPERIENCE 2 / SD LEAD SCHOOL

MAR/APRIL
RENEWAL– GOOD/HIGH PERFORMING
Phase 2 – How pupils learn
SCHOOL EXPERIENCE 2 / SD LEAD SCHOOL

JAN/MAR
CONSOLIDATION- CONFIDENT
Phase 2 – How Pupils Learn/Adaptive Teaching
SCHOOL EXPERIENCE 2 / SD SECOND SCHOOL

JAN
CONSOLIDATION - CONFIDENT
Phase 2 – Professional Behaviours

DEC
SURVIVAL-EMERGING
SCHOOL EXPERIENCE 1 / SD LEAD SCHOOL

NOV
SURVIVAL - EMERGING
SCHOOL EXPERIENCE 1/ SD LEAD SCHOOL
Phase 1 – Adaptive Teaching

SEPT/OCT
SURVIVAL-EMERGING
Phase 1 – Assessment/Behaviour Management

SEPT
SURVIVAL - EMERGING
Phase 1 – How Pupils Learn
SCHOOL INDUCTION

SEPT
SURVIVAL-EMERGING
Phase 1 – Professional Behaviour

SCHOOL INDUCTION SCHOOL DIRECT (SD)

PebblePad   Assign A   Assign B

PGCE Secondary

Partnership Handbook (for schools) 2022-23

University of Worcester

School of Education

September 2022