

MANCHESTER
1824

The University of Manchester



University of Manchester, Manchester Institute of Education

Professional Mentor's Handbook 2019-20

“Make a Lasting Impression”
“Empowering future generations”

1. University Staff Contact Details

- If you would like to contact the university with regard to any matter, please use the contact numbers/email addresses below.
- If you are contacting us regarding the progress of a particular trainee teacher, please contact the subject leader and/or subject tutor in the first instance. The contact numbers for all subject leaders are shown below.
- If you are contacting us regarding the placement/availability of placements or matters relating to the work of the Professional Mentors, please contact Peter Marks on 07703 713 009.
- For serious breaches of professional conduct you may contact either the subject tutor or Programme Director, Andy Howes.

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3. Introduction

Aims

The aims of programme are to:

- Develop further understanding of the **nature of teacher professionalism**, raising awareness of a **life-long process of engaging with professional learning** and development;
- Support the development of **knowledge, understanding and practical skills** required to **strive for excellence** in the teaching of specialist subjects, enabling learners to make links between areas of learning;
- Foster an **attitude towards personal learning**, and that of others, that **empowers learners**, promotes **high expectations and autonomy**, and values diversity and respect for all social and cultural backgrounds;
- Provide the range of experiences necessary for the award of Qualified Teacher Status;
- Nurture the capacity to **analyse and reflect** upon experiential and literature based evidence in order to inform both practical actions and principles and values in educational settings;
- **Model good practice in both teaching and enquiry-based learning** such that ongoing course review and development is informed by research and scholarly professional activity and that it, in turn, informs initial teacher education in a wider context.

Purpose of the Handbook

The purpose of this handbook is to offer guidance to Professional Mentors to assist their work with mentors and trainee teachers. **Parts of the handbook, such as the Professional Mentor and mentor checklists are intended to be used as working documents on a weekly basis. Other sections of the handbook are intended for use mainly as reference** documents. If at any stage there are aspects of your work about which you are unsure, or if you would like to discuss matters relating to the progress of your trainee teachers, please do not hesitate to contact Andy Howes (Secondary PGCE Programme Director), Peter Marks (Schools Liaison Officer) or the relevant university subject leader. Contact numbers and email addresses can be found on page 1.

We very much hope that you will find your work as Professional Mentor enjoyable and rewarding and are delighted that you have chosen to prioritise the essential task of training the next generation of teachers.

Note: If you are working in one of our many partnership colleges, please excuse the constant references to school. This has been done merely for the sake of brevity.

4. Calendar 2019 entry (partnership)

week beginning	M	T	W	Th	F	school	uni
26/08/2019	Bank Hol.	Directed study/SKE		Registration. Poss SD			2
02/09/2019	Directed study/S	Primary School Placement (PSP)/SD				4	1
09/09/2019	Uni	Uni	Uni - EPS	Uni	Uni		5
16/09/2019	Uni	Uni	Uni - EPS	Uni	Uni		5
23/09/2019	P1 induction			Uni - EPS	Uni	3	2
30/09/2019	Continuing induction (Core)			Uni	Uni	3	2
07/10/2019	Preliminary teaching (Core)			Uni	Uni	3	2
14/10/2019						5	
21/10/2019	Half term in most schools and colleges: directed study						2
28/10/2019					Uni	4	1
04/11/2019						5	
11/11/2019						5	
18/11/2019					Uni-EPS am	4	1
25/11/2019						5	
02/12/2019						5	0
09/12/2019		end P1	Uni	Uni	U - EPS 11-12	2	3
16/12/2019	SD / PSP (continued - 7 days in total required)					5	0
23/12/2019							
30/12/2019							2
06/01/2020	Uni	Uni	EPS	Uni	Uni		5
13/01/2020	P2 induction		Uni	Uni	Incl.Conf.	2	3
20/01/2020						5	
27/01/2020					Uni	4	1
03/02/2020						5	
10/02/2020						5	
17/02/2020	Half term in most schools and colleges: directed study						2
24/02/2020					Uni	4	1
02/03/2020						5	
09/03/2020					end P2	5	
16/03/2020	Uni	Uni	Uni-EPS am	Uni	Uni		5
23/03/2020	P3 starts					5	
30/03/2020						5	
06/04/2020	Holiday in many schools and colleges						5
13/04/2020	including 5 days directed study some schools 1 week earlier						
20/04/2020						5	
27/04/2020					Uni	4	1
04/05/2020					Bank Hol.	4	
11/05/2020						5	
18/05/2020					end P3	5	
25/05/2020	Bank Hol. Half term including 2 days directed study						2
01/06/2020	Uni	Uni	Uni	Uni	Uni-EPS am		5
08/06/2020	Transition placement				Uni	4	1
15/06/2020	PSP if necessary					poss 5	
Total number of days in school and university						125	59
		school/college		Uni			

5. Schedule of Meetings for 2019/20 (including assessment centre dates)

Training and Development Meetings – note online training materials at mie-teacher-education.uk			
Wed 11 th Sept	16.30– 18.15	Generic training for new subject and professional mentors	
Wed 18 th Sept	16.30– 18.15	Subject mentor training (new and experienced mentors). Initial separate generic update for experienced mentors. PM training repeat.	
Wed 8 th Jan	16.30– 18.15	Generic training for new subject and professional mentors (repeat September session)	
Wed 15 th Jan	16.30– 18.15	Subject mentor training (new and experienced mentors) . Initial separate generic update for experienced mentors. PM training repeat.	
Wed 24 th June	13.00 - 16.00	Training for new mentors and new professional mentors (lunch from 12.30)	
Meetings and Development Days			
Wed 4 th Sept	10.00 – 13.00	Secondary meeting (and Examination Board)	
Thurs 26 th Sept	12.15 – 13.00	Student Committee (subject reps)	
Wed 9 th Oct	10.00 – 12.30	Secondary meeting (Subject Development Plan)	
Weds 6 th Nov	10.00 – 12.30	Secondary School Direct Board (brief joint primary/secondary board at start)	
Thurs 21 st Nov	16.30 – 18.30	Subject development group meetings (mentors and professional mentors invited)	
Mon 2 nd Dec	10.00 – 16.00	10.00 -12.00 Core ITE meeting for all tutors – research focus (with Primary & TF) 12.00 - 13.00 Joint lunch 13.00 – 15.30 Secondary meeting and Advisory Group (Annual Review: sharing good practice)	
Tues 14 th Jan	12.15 –13.00	Student Committee (subject reps)	
Fri 17 th Jan	09.00 –16.00	ITT EPS Conference including Partnership Committee meeting 13.00–14.30pm	
Wed 22 nd Jan	10.00 –13.00	Secondary development day (including Tracking Review Board 1 and Examination Board)	
Tues 4 th Feb	10.00 –12.30	Secondary School Direct Board (brief joint primary/secondary board at start)	
Wed 18 th March	12.15– 13.00	Student Committee (subject reps)	
Wed 1 st April	10.00 –15.30	10.00 – 12.00 Joint core ITE meeting (with Primary & TF) 13.00 -15.30 Secondary meeting (Tracking Review Board 2, Exam Board)	
Tues 19 th May	09.30 –15.30	Secondary School Direct Board and planning day (brief joint primary/secondary board at start)	
Tues 2 nd June	12.30 –13.15	Student Committee (subject reps)	
Thurs 18 th June	10.00 –12.30	Secondary meeting and Advisory Group (review and forward planning)	
Friday 19 th June	13.30 –16.00	Professional Mentors' showcase, followed by Partnership Committee	
Wed 24 th June	13.00 –16.00	New Mentor Training (lunch from 12.30)	
Thurs 25 th June	13.30 -15.30	Internal Examination Board	
Tues 30 th June	13.30 -15.30	External Examination Board	
Trainee Dates			
Mon 2 nd Sept		Trainees PSP or School Direct induction	
Mon 9 th September		University Induction and Welcome Talk	
Friday 12 th June		Trainees' last day and Leaving Assembly	
Assessment Centres (start 12.45)			
Thurs 7 th Nov	Weds 5 th Feb	Thurs 2 nd April	Tues 23 rd June
Weds 20 th Nov	Weds 12 th Feb	Tues 22 st April	Tues 7 th July
Weds 4 th Dec	Tuesday 25 th Feb	Weds 29 th April	Tues 14 th July
Weds 18 th Dec	Weds 4 th March	Weds 13 th May	Tues 21 st July
Tuesday 21 st Jan	Tues 10 th March	Weds 27 th May	
Weds 29 th Jan	Thurs 26 th March	Tues 9 th June	

6. University of Manchester PGCE Secondary

SUMMARY OF THE PROFESSIONAL MENTOR ROLE -WHAT ? WHEN ? HOW ?

Much of PM's role is similar for any university- here is a summary of our main priorities and suggestions. As you are the expert re your school, we are happy for you to do things your way. See separate pages for suggested programme dates and activities.

- 1.To select / encourage enthusiastic, empathetic, flexible good teachers who are keen to help trainees – see National Mentor Standards
- 2.To Provide a good introduction to school and timely induction activities for the trainees- See *Induction suggestions and evaluation sheet*
- 3.Facilitate and oversee trainees' proposed timetables – time for planning, observing, subject teaching (8 hours TP 1- 10-12 hours TP2 - 14 hours TP3) wider school involvements where possible eg SEN, EAL, as a TA, PHSE, as a form tutor, parents eves,extra curricula etc.
- 4.Organise a good / timely /frequent CPD programme s- See *CPD suggestions sheet* – Start in first week - three or more sessions very early and weekly at least weekly thereafter -suggestions / proposals ?
- 5.Converse with trainees regularly at CPD sessions and /or least informally about the programme and their progress
- 6.Facilitate and encourage wider involvement in the school eg extra curricula-parents eves - open eves-sports support-clubs etc
- 7.Do a joint lesson obs, discuss and model feedback with mentor (you to moderate with each dept) - do early with new mentors and extra if trainee struggling-
- 8.From trainee's ROAD-Occasionally quickly monitor mentors' input- eg weekly lesson obs -weekly meetings - progress matrix etc are actually happening.
- 9.Annually meet in school with School Liaison Tutor to share , discuss, suggest each other's programmes-
- 10.Monitor trainees' and mentors' feedback on yellow questionnaires to give you an overview and check for any serious discrepancies or important gaps to be covered in last 2 weeks.
- 11.Do a 'PM Review' with each of the trainees and advise actions and targets with two weeks left –
- 12.Add own comments to mentors' end of TP Summative Report showing trainees' wider professionalism and involvements in school life
- 13.Inform University if you and subject mentor feel trainee is unsuitable or struggling.

7. Good Induction Practices

A good induction will typically include:

- 1 **Welcome and introduction to the school** – context, background, ethos, standards, expectations etc.
- 2 **Tour of school** – layout, hotspots, staff facilities, ICT, reprographics etc.
- 3 **Plan for variety of activities for trainees:**

learners shadowing/tracking	observing a range of teaching staff
introduction to department	pastoral and extra curricula involvement
be given department handbook	
- 4 **Know and understand the roles of colleagues** with specific responsibilities including responsibility for learners with special educational needs and disabilities, EAL – pastoral – TA s.
- 5 **Explain and discuss with trainees selected key documentation on school rules and expectations such as:**
 - b) timings and procedures throughout the day
 - c) Safeguarding - health and safety responsibilities
 - d) expectations regarding pupils such as: behaviour, dress, entry to class
 - e) General administrative – handbook:
- 6 **Provision of important school policy documents**

i child protection/safeguarding	v rewards and sanctions
ii equal opportunities/race/gender/inclusion	vi health and safety
iii homework	vii school behaviour/discipline
iv role of form/pastoral tutor	viii school marking and assessment
- 7 **Expectations of trainees outside normal subject teaching responsibilities:**

Trainees should attend:

a) CPD Professional meetings	departmental meetings
b) parents' evenings or similar – own class and other year groups	open days etc (may need to return at a later date!)
sports, clubs, music, drama, library, lunchtimes	involvement in extra curricular
- 8 **Professional Mentor's end of induction checklist:**

a) Check: trainees' draft timetable for hours and	ability range (KS3/KS4/KS5)
teaching groups - range	solo teaching hours
supporting, team teaching?	full classes/groups
preparation and marking time	SEN involvement
ICT involvement	EAL where possible
TA involvement	
b) slots for CPD Professional Studies meetings	Weekly Subject Mentor meetings
c) trainees' ongoing observations of teaching	own subject – other departments
ICT-SEND-EAL	especially when there is a practical

8. Placement Induction Evaluation

The purpose of this form is to help you to reflect upon the **early stages** of each placement and to help you, your subject mentor and your tutor to plan for your school based training.

Trainee		Subject
School		
Subject Mentor		
Three positive features of your induction:		
Any concerns:		
<i>Three distinctive contextual features of this placement – eg. social class, SEN, attainment, size and type of school.</i>		

Please indicate which of the following have been addressed, either by subject mentors, professional mentors or class teachers as part of your induction. 1= completed, organised, clear 4 = not yet			
	P1	P2	P3
Welcome and introduction to school (e.g. tour, staff roles)	1 2 3 4	1 2 3 4	1 2 3 4
Discussed school policy and practice in key areas including (for example) rewards and sanctions/behaviour management	1 2 3 4	1 2 3 4	1 2 3 4
Discussed school policy and practice in safeguarding.	1 2 3 4	1 2 3 4	1 2 3 4
Fixed a time for a one-hour weekly meeting with your subject mentor	1 2 3 4	1 2 3 4	1 2 3 4
Provided a timetable of teaching and teaching-related activities	1 2 3 4	1 2 3 4	1 2 3 4
Provided class lists to enable you to learn pupils'/students' names	1 2 3 4	1 2 3 4	1 2 3 4
Provided textbooks and/or other learning resources for classes that you will be teaching	1 2 3 4	1 2 3 4	1 2 3 4
Introduction to departmental/school assessment policies and mark schemes	1 2 3 4	1 2 3 4	1 2 3 4
Planned for observation of the classes you will be working with	1 2 3 4	1 2 3 4	1 2 3 4
Provided information on the abilities of pupils, including those with particular learning needs, e.g. specific learning difficulties, EAL, talented and gifted, NC assessment levels etc.	1 2 3 4	1 2 3 4	1 2 3 4
Planned for access to reprographics, IT facilities and other services	1 2 3 4	1 2 3 4	1 2 3 4
Introduction to health and safety matters as appropriate to your specialist subject	1 2 3 4	1 2 3 4	1 2 3 4

9. Suggestions For A School ITT Handbook For

Suggested Contents – based on good practice in existing handbooks. These are **mostly a collection of existing documents** from staff handbooks with only a few documents (*) needing to be specially written or simplified.

1 Introduction, e.g.:

- welcome letter*/map/school aims and ethos
- background information on school
- professional expectations of all staff

2 Initial Teacher Training*, e.g.:

- expectations of trainees/code of conduct
- appearance/timekeeping and absence
- trainee checklist/lesson observation/mentoring
- Professional Studies
- preview evaluation form (see swap-shop for examples from other schools).

3 Day to Day and School Procedures, e.g.:

- the school day/timetable blank/calendar
- staff lists – teachers and support
- contact telephone numbers/communications
- school organisation charts
- staff room information/work areas and facilities/reprographics

4 Pupil Welfare and Development, e.g.:

- tutor groups and bases/assembly
- role of the form tutor/registration
- PSHE and citizenship arrangements
- SEN and EAL support/gifted and talented
- child protection

5 Pupil behaviour management, e.g.:

- expectations of pupils
- guidelines on classroom management
- rewards and sanctions/referral procedures
- detentions/school uniform issues

6 Professional Development, e.g.:

- meetings and expectations of trainees
- departmental meetings/staff meetings
- extra-curricular opportunities*/staff INSET
- other professional development opportunities
- school Professional Studies programme for NQTs/ITT trainees*

7 Policies, e.g.:

- key policies and/or how to access them – school website? /staff handbook?
- child protection/health and safety/anti bullying
- equal opportunities/inclusion/SEN
- rewards and sanctions/homework
- assessment, including AFL-marking-risk assessment
-

10. Generic Basic Weekly Timetable - Suggestions for PMS - TP 1 SEPT 2019

Individual University Departments may have more detailed/demanding requirements for their own trainees but **this should give PMs a guide that covers all departments.**

Time Guidance	Professional Mentor Input and Involvement	Subject Mentor and Departmental Involvement	School CPD Topics/Suggestions	Other School Involvements	Lessons for the Trainee to plan and teach (hours)	Observing Good Teaching (hours)
Week 1 23-24-25 Sept (3 days) INDUCTION	Mainly Introduction and Induction background, ethos, , organisation, tour of school, shadowing pupils, observing lessons	Mainly departmental induction and introduction to some departmental policies – behaviour -schemes of work – planning suggestions – timetable – observation of some teachers and classes to be taught (see Westwood or own observation Proforma)	Safeguarding Behaviour and class management,	Trainee involvement in becoming familiar with the practicalities of being in the school and beginning to teach	Depends on mentors judgement and trainee's confidence	6 lessons Some Pupil Shadowing, rest in dept for these 5 days
Week 2 Sept 30 Oct 1st 2nd (3 days) INDUCTION	Looking at school policies. Expectations and entitlements. Give Trainees ITT School Handbook	Give trainees dept handbook for ideas – Start to plan 2 part or full lessons for the next week - get feedback on provisional plans - weekly mentor meeting 1 – review trainees CV etc. gaps.	School Health and Safety School Policies and documents		Probably none this week –plan for minimum of 2 for next week	
Week 3 7-9 Oct Week (3 days) START TEACHING	Continue to facilitate more observations of good teaching Try to facilitate 1 or2 more sessions on early Prof Stud's topics Intro to important school staff and systems.	Trainees continue looking at SoWs – continue observing teachers and classes to be taught (use a prompt sheet) - collect info and data on classes to be taught – plan and teach 2 or 3 part or full lessons –get feedback on plans and lessons taught – start to plan 4 or 5 'hour - long' lessons for next week – Continue with mentor weekly meetings -advice on marking –advice on departmental behaviour and class management. (Trainees do Induction Questionnaire)	Any outstanding from above and /or :- Rewards and Sanctions SEND , Diversity, Inclusion, Behaviour for Learning,	As above	Minimum of 2 lessons (Uni subject guidance may vary)	4/6 lessons Mainly in the dept but some in other depts. And or follow a TA
Week 4 14 Oct- 5 days onwards	Continue to organise weekly Prof Stud's sessions-Encourag	Trainees continue observing (4/6) lessons - teach 4/5 lessons- continue weekly mentor meetings	One or two from any outstanding from above	Involvement as an assistant form teacher-	Minimum of 4/6 lessons– uni subject guidance may	4/6 lessons Mixture of in dept and outside e.g.

<p>Week 5 October 28 Depending on half term</p>	<p>e some observation of wider school activities. Allocate trainees to be assistant form teachers</p>	<p>Discuss and note progress on the Progress Matrix - plan to teach minimum of 4 'hour long' lessons the following week)- refer any 'poor' or struggling trainees to PM</p>	<p>Continue with any CPD sessions not covered yet especially SEND</p>	<p>Observe-SEND-TAs -EAL- etc extracurricular – involve trainee in whole school inset or CPD.</p>	<p>vary 1 lesson per week acting as a TA and continue all term</p>	<p>SEN/TA/EAL /PHSE/SRE</p>
<p>Week 5 / 6 Depending on half term</p>	<p>As Week 5 above Plus-get feedback from Subject Mentors. Tell Uni if a trainee is struggling. Do joint lesson observations with new mentors of struggling trainees.</p>	<p>As Week 5 and-continue 2/3 lesson observations, Trainees to plan to teach and mark minimum of 6 'hour' long lessons. Encourage use of ICT with some lessons (try to encourage trainees to book lessons in an IT suite). Interim questionnaires to be completed by trainees. Advice on monitoring and promoting pupils' learning and progress e.g. marking with advice for pupils</p>	<p>Any outstanding from above list PLUS one or two each week from Assessment for Learning, Teaching and Learning styles, Professionalism and legal SENCOs and TAs roles Pastoral roles Links with Parents-letters-reports-evenings? Own School Topic</p>	<p>As above but become more proactive. Observe other teacher duties. Ensure trainees get involved with extra-curricular activities, trips, school working parties etc...</p>	<p>Minimum of 6 lessons depending on trainee confidence and development Uni subject guidance may vary Involved with some SEN or EAL or PHSE SRE or similar where possible all term and acting as a TA</p>	<p>2 in dept plus 1 out of dept (in SEN? with TA? EAL?)</p>
<p>Weeks 6-9 Nov 13 Dec last day</p>	<p>Yellow Quests. to be done and sent to SM's Prof Mentors do Review of trainee</p>	<p>As above Yellow Quests done by SMs and trainees and returned to PM Give trainees Summative Report</p>	<p>Continue 1 or 2 a week from topics above not already covered PHSE-British Values-Prevent-SMSC-SRE</p>	<p>As above plus Involve trainees in report writing/parent links where possible</p>	<p>Normally 8 hours per week unless mentor judgement suggests less</p>	<p>2 +1 as above-join in if possible with SEN? EAL? TA?</p>

11. Professional Mentor Checklist TP1 Sept 2019

Autumn Term 2019 –8 hours normal class teaching in specialist subject including some involvement in SEN D / EAL / PHSE where possible and acting as a TA

		Action Taken
Sep/Oct	Review evaluation feedback forms from last year's trainees sent by University and pass onto subject mentors for feedback.	<input type="checkbox"/>
Sept 16	Receive details of trainee placements – inform subject mentors – pass on CVs later.	<input type="checkbox"/>
23/24/25	Trainees arrive for 3 days induction & introduction- see suggested sessions-start CPD	<input type="checkbox"/>
Sept 30 week	Receive trainees for 3 days - more, school induction, school policies, introduction to key staff etc. See example of 'Good Induction Activities'. Pass over to subject mentor for departmental introduction and preparation – be given departmental handbook. Start/continue to run a programme of CPD Meetings (Refer to recommended topics list, but also include any other topics you feel appropriate or already planned into your programme). See typical timetable sheet and CPD suggestions.	<input type="checkbox"/>
Oct 7 Week	Trainees with subject mentors for further 3 days departmental induction. Preparation for first school experience – departmental policies, schemes of work, class observation, lesson plans, shadowing pupils, etc. Assessment and other data on pupils to be available to trainees. Health & Safety, Professional Expectations. Communicating with parents. Agree trainees' timetables; observations; preparation time; teaching (groups, classes); weekly, one hour conferencing session with mentor; weekly slot for school Professional Studies meetings. Teach one or two lessons this week. trainees do Induction Evaluation form	<input type="checkbox"/>
Oct 14 Week	Main School Experience TP1 continues –full weeks . Trainees return to University all day on Nov 1st & Nov 22	<input type="checkbox"/>
Nov/Dec	<u>Remind mentors and monitor that:</u> 1) weekly one hour mentoring sessions between subject mentor and trainee are happening and notes made on appropriate pages in RoAD. 2) weekly detailed written lesson feedback is given and copies kept by mentor or by Professional Mentor – note pupil progress & learning. Nov 6 th week Trainees and mentors discuss progress and achievements formatively and document where evidence of involvement has taken place . Trainees also start to write up early Evidence Against the Standards in their ROAD	<input type="checkbox"/>
	Identify and report on early any struggling trainees.	<input type="checkbox"/>
Nov 1 st and Nov 22	Trainees in Uni for one day.	<input type="checkbox"/>
Nov 25 onwards	Give out yellow questionnaires to subject mentors and trainees to fill in and return for perusal and appropriate follow up by you. Nov 23rd trainees in uni for one day. Keep questionnaires and notes on any follow up by you for School Liaison Officer's visit. Professional Mentor to hold Review Meeting 1 with trainees . Discuss Yellow Questionnaire and review progress so far with trainees – strengths – development areas – RoAD, etc. See page in PM Handbook –	<input type="checkbox"/>
Dec 5	<u>Remind mentors to:</u> i) complete trainees' end of term electronic summative reports (Professional Mentors to add in own comments). KEEP a copy, GIVE trainees a copy. iv) help trainees to fill in their Summary sheet pages - bullet points a) involvement in wider school activities b) Professional Studies topics covered in school c) classes and topics taught	<input type="checkbox"/>
Dec 10	Tuesday Trainees finish TP in School 1	<input type="checkbox"/>
Dec 11	Wednesday- Trainees return to Uni for 3 days .	<input type="checkbox"/>
Anytime	Professional Mentor to do joint observation of trainees, especially if any concerns over a trainee or with a new subject mentor and give (joint?) feedback to trainee .	<input type="checkbox"/>
	Facilitate trainees' opportunities to communicate and work with parents, e.g. as assistant form teacher, pupil planners, parents evenings for own and AND OTHER year group	<input type="checkbox"/>

12. Professional Mentor Checklist TP2 Jan 2020

Spring Term 10-12 hours normal subject class teaching including Involvements in SEND, EAL, PHSE SRE etc if possible and act as a TA.		Action Taken
Jan 13 /14 two day Induction Week 1	i) Receive second school experience trainee. Use at least 3 days for, school induction procedures. See Example of Good Induction Procedures and CPD topics. Introduction to subject mentors etc as Term 1, departmental induction, preparation for school experience etc. Health & Safety, Expectations. Safeguarding	<input type="checkbox"/>
Jan 20 week continue induction and start to teach	ii) Review trainees' previous summative reports, CPD Professional Studies meetings and targets from previous school placement. (See list of recommended topics in handbook). Cover Behavioural Management, Rewards and Sanctions, Safeguarding, Health and Safety, Professionalism sessions with trainees in first week.	<input type="checkbox"/>
	iii) Plan: 1) CPD Professional Studies Programme and slots; 2) trainee timetable building up to 10- hours full class subject teaching plus two hours involved in any of SEN/EAL/PHSE/SRE 3) weekly one hour mentor conferencing sessions with mentors.	<input type="checkbox"/>
	iv) Refer to Typical Generic Timetable sheet for Term 2.	<input type="checkbox"/>
Jan 27 Week Onwards	Term 2 School Experience continues. Timetable up to 10 hours subject class teaching per week plus involvement in SEND, EAL, PHSE SRE, form teacher role if available. Act as a TA for 1 lesson a week.	<input type="checkbox"/>
Feb/Mar	Remind mentors and monitor that: 1) weekly subject mentor meetings to discuss progress etc. 2) weekly formal written feedback and lesson observation form 3) frequent informal feedback to trainees is happening as well 4) that subject mentors keep copies of lesson observations 5) trainees are making entries in RoADs 6) identify and report early any struggling trainees.	<input type="checkbox"/>
Friday 24th	Trainees do Induction Evaluation proforma	<input type="checkbox"/>
Jan 31 st	.Trainees return to Uni for 1 day	<input type="checkbox"/>
	Feb Half term as per school	
Feb 24th and onwards	Give out yellow questionnaires to trainees and subject mentors for filling in and returning to PM for appropriate follow-up Do early if impending University SLO visit. Review trainees' progress so far. Set specific targets.	<input type="checkbox"/>
	Professional Mentor holds Review Meeting 2 with trainees to review Yellow Checklist progress and RoAD. Do review and target setting with trainees. See PM Review page in PM Handbook –	<input type="checkbox"/>
Feb 28th	Trainees return for full day at University Friday	<input type="checkbox"/>
March 9 th - last week	Remind mentors to: i) Discuss trainees progress and achievements against standards ii) Complete trainees' end of term written summative reports electronically (Professional Mentors to add in own comments) KEEP a copy, GIVE trainee a copy to send on to Uni. iv) Help trainees fill in summary sheet on, (a) involvement in wider school activities and (b) Professional Studies topics covered in school.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
March 13	Friday – last day TP2 finishes.	
23 March	Start of TP3 – Return to Base A School. If school in session.	
March/April	EASTER BREAK BASED ON TP3 SCHOOL HOLIDAYS	

13. Generic Basic Weekly Timetable-Suggestions For PMs - TP2-Jan 2020

Individual University Departments may have more detailed/demanding requirements for their own trainees but this should give PMs a guide that covers all departments. Training and involvement in SEND important if not done last term

Time Guidance	Professional Mentor Input and Involvement	Subject Mentor Involvement	Professional Studies Topics/Suggestions	Other School Involvement	Plan and teach hours	Observing Good Teaching (hours)
<p>Week 1 13 Jan week TWO days</p> <p>Next week</p>	<p>Review trainees' cv and Summative report from term1 Cover - Introduction and Induction background, ethos, values, organisation, tour of school, shadowing pupils Looking at school policies. Expectations and entitlements. Give trainees School ITT Handbook</p>	<p>Mainly departmental induction and introduction to some departmental policies – behaviour -schemes of work – planning suggestions – timetable – observation of some teachers and classes to be taught (use a prompt sheet) (see Westwood or own observation proforma)</p> <p>Give trainees departmental handbook for info and ideas –</p> <p>Review trainee's cv and summative report from term 1 Start to plan 1 or 2 part or full lessons for later this week ?-get feedback on provisional plans - weekly mentor meeting 1 –</p> <p>Mentors review trainees Progress Matrix and Summative report from last school</p>	<p>Most /many CPD sessions below Induction to school</p> <p>Safeguarding</p> <p>Behaviour and class management,</p> <p>School Health and Safety</p> <p>Rewards and Sanctions</p> <p>Professionalism</p>	<p>Trainee involvement in becoming familiar with the practicalities of being in the school and beginning to teach</p>	<p>Depends on mentors judgement and trainee's confidence</p> <p>Probably 1 or 2 this week ? –plan for approx 5 for next week?</p>	<p>4 hours observing - Some Pupil Shadowing, rest in dept</p>
<p>Week 2 20th Jan week</p> <p>Trainees back in Uni on Friday 1st February</p>	<p>Continue to facilitate more observations of good teaching</p> <p>Try to facilitate 2 more sessions on early CPD Prof Stud's topics</p> <p>Intro to important school staff and systems.</p> <p>Trainees do Induction Evaluation proforma</p>	<p>Trainees continue looking at SoWs – continue observing teachers and classes to be taught (use a prompt sheet) - collect info and data on classes to be taught –</p> <p>Plan and teach 5 or 6 ? part or full lessons –get feedback on plans and lessons taught – start to plan for 8-10 'hour - long' lessons for next week –</p> <p>Continue with mentor weekly meetings and have a look at Progress Matrix -give advice on marking –advice on departmental behaviour and class management.</p>	<p>Any CPD sessions not covered from above and one or two from:-</p> <p>Teaching Strategies to improve pupil progress and learning</p> <p>SEND, Diversity, Inclusion,Pupil Prem</p> <p>Monitoring/ Marking/ Assessment AFL- Data</p>	<p>Involved in pastoral or form teacher activities</p>	<p>Approx 5–6 plus 1 out of the dept in such as EAL-SEN –PHSE SRE-uni subject guidance may vary</p>	<p>3 hours obs Mainly in the dept but some in other depts with good+ teachers.</p>

Week 3 4th Feb onwards	Continue to organise weekly CPD Prof Stud's sessions-Encourage some observation of wider school activities. Allocate trainees to be assistant form teachers	Trainees continue observing (4) lessons - teach 8-10 lessons- continue weekly mentor meetings plan to teach 10-12 'hour long' lessons the following week)- refer any 'poor' trainees to PM	One or two sessions from any not covered from above Wk s 1 and 2 plus any of Working with or as a TA Numeracy and literacy across the curriculum	Involvement as an assistant form teacher- Observe -SEN-TAs-EAL- extracurricular – involve trainee in whole school inset or CPD.	Approx 8-10 hours uni subject guidance may vary plus 1-2 out of dept including acting as a TA all term	3 hours obs Mixture of in dept and outside e.g. SEN/D / TA / EAL PHSE Brit Values PREVENT ?
Weeks 4 & 5 11 / 18 and 25th Feb onwards HALF TERM AS PER SCHOOL Week 6/7 25Feb week leading to March 4th week	As Week 3 above Plus-get feedback from Subject Mentors. Tell Uni if a trainee is struggling. Do joint lesson observations with new mentors or struggling trainees Trainees and mentors do yellow questionnaires . Prof mentors do Review 2 with trainees	As Week 3 and- continue weekly lesson observations and meetings, Trainees to plan to teach and mark minimum of 10-12 'hour' long lessons. Encourage use of ICT with some lessons (try to encourage trainees to book lessons in an IT suite). Do yellow questionnaires with trainees	Any not covered from above list and/or one or two each week from Applying for Jobs Pastoral roles Links with Parents-letters-reports-evenings-praise? Monitoring and improving pupils' learning and progress PHSE – Prevent - Brit Vals-SMSC -SRE	As above but become more proactive. Observe other teacher duties. Ensure trainees get involved with extra-curricular activities, trips, school working parties etc Parents' eves etc	About 12 hrs plus involved in 2 others out of dept if poss depending on trainee confidence/ development Uni subject guidance may vary	2 in dept plus 2 out of dept SEN/TA/EAL PHSE/ Brit Values PREVENT ?
Week 7- March 11th last week	Check Summative reports – add own comments re wider school involvements	Do Summative report -pass to PM for checking and extra comments	Continue any from topics above not already covered	As above	Normally 12	2 + 1 as above join in if possible

14. Professional Mentor Checklist TP 3 - March 23

14 hours normal class subject teaching, including involvement in two extra hours on egs SEN, EAL, PHSE etc, acting as a TA

Action
Taken

March 23rd Weeks 1 +2 before Easter?	Trainees start TP3 if school still in session before Easter. Receive trainees for school experience 3 (normally returners from Term 1). Use first few days for introduction and induction. Review progress and check on previous summative reports, Professional Studies Programme and targets from previous schools. Preparation for Placement 3 school experience. Action plan for identified targets.	<input type="checkbox"/>
April (Easter holidays as per school 3)	Trainees build up to at least 14 hours subject teaching, plus two hours involvement in other areas, e.g., SEN/D, PHSE, EAL, TA, Citizenship, as available in school.	<input type="checkbox"/>
Anytime April / May	Professional Mentor to do joint lesson observation of trainees, if concerns over a trainee or a new subject mentor.	<input type="checkbox"/>
	Remind mentors about and monitor 1) weekly mentor meetings. 2) weekly written feedback, including notes on pupil progress & learning. 3) frequent informal feedback to trainees. 4) that mentors keep copies of lesson observation feedback. 5) for most trainees (new this year): support them in identifying and building evidence of particular areas for extending their practice	<input type="checkbox"/>
Friday May 1st	Trainees back at Uni one day Friday	
Mon May 4	Bank Holiday	
Tuesday May 5 th week	Give out and monitor yellow questionnaires and respond appropriately. Keep and respond or advise as appropriate	<input type="checkbox"/>
	Do PM Review 3 and target setting with trainees as per page in RoAD and in your handbook	<input type="checkbox"/>
May 18 th ^h last week of TP 3	Remind mentors to:	
	i) complete electronic summative report in RoAD (Professional Mentors to add in own comments where appropriate); keep and give trainees a copy as previously	<input type="checkbox"/>
	ii) help trainees fill in summary sheets on (a) involvement in wider school activities, (b) CPD Professional Studies topics covered in school;	<input type="checkbox"/>
	iv) work with trainees to set targets for Transition Docs	<input type="checkbox"/>
		<input type="checkbox"/>
Fri May 22nd	TP3 finishes (give trainees a farewell party or take to pub !!)	<input type="checkbox"/>
June/July	1. Fill in and return your mentors and your own evaluations of the University's support and training programme this year.	<input type="checkbox"/>
	2. Encourage teachers new to mentoring or trained elsewhere who want to be trained by us to attend for mentor training day on 26 June .	<input type="checkbox"/>
	3. Apply for University Awards for established long standing school /yourself /eligible mentors	
	Send in details of offers of placements for next year.	<input type="checkbox"/>

15. School CPD Topics, Support And Delivery

Not all topics will be dealt with in the same way or to the same depth. Some may be difficult for some schools to cover at all; others may be only dealt with superficially.

Each school should focus on those areas most appropriate for its own context and hopefully, collectively the work done at the University, combined with the work done in the three main school practices, together with the work done in the other two shorter placements will ensure good coverage of all The Standards. Trainees themselves should audit and track coverage of The Standards and these Professional Studies Topics and identify and request areas that they need information on.

Examples of some schools timetable of Professional Studies programmes are enclosed and copies of the materials and handouts used by these schools are available via contact with Carole Burton on 0161 275 8472.

This can be delivered by different people, such as:

- 1 Professional Mentors
- 2 other school experts
- 3 subject mentors
- 4 outside visiting experts
- 5 off site at another school delivering on your behalf
- 6 worked on individually or cooperatively by the trainees themselves

When and how can they be delivered? Any combination of:

- 1 part of existing school INSET programme already planned for NQTs or normal staff CPD
- 2 special meetings laid on during early induction/preparation days for most urgent topics
- 3 special weekly sessions laid on during main school practice weeks
- 4 part of normal departmental, pastoral or full staff meetings
- 5 part of subject mentors weekly mentoring meetings
- 6 by giving trainee's a school handout on a given topic without a meeting
- 7 getting trainees to present a Programme Development issue to their colleagues for subsequent discussion

16. CPD Topics For School To Cover Where Possible-Schools May Do Others

Very early topics done during early Induction days in TP1 and TP2:

- 1 Welcome and context, and issues specific to school/college
- 2 School Induction to include Safeguarding Policies and Practices
- 3 Behaviour and Classroom Management
- 4 Rewards and Sanctions
- 5 Health and Safety
- 6 Professionalism

Later Other Main Topics done during TP 1 and or TP2

7. Assessment-monitoring-marking-feedback-data-improving learning
- 8 Teaching and learning strategies – planning- presence-responsive
- 9 SEND, Diversity, Inclusion, Gifted and Talented, EAL, Pupil Premium
- 10 Pastoral Roles, Responsibilities and Systems – form teacher etc. - Bullying
- 11 Communicating with parents and parents' evenings (mock scenarios?)
- 12 Wider or School Specific Issues-PHSE-Prevent-British Values-SMSC SRE
- 13 Numeracy and Literacy across the curriculum

Other worthwhile topics

Roles and responsibilities (SENCO, working with TAs etc)
Monitoring and improving pupils' learning and progress
Closing the gap-pupil premium – less able - acting as a TA

TP 2 – REPEAT of the very early core Induction programme topics (1-6) from TP 1 in relation to new school context. and any of the later/other topics (7-13) from TP1 above as felt important but also.....

Applying for jobs
Citizenship, PHSE, British Values, SMSC SRE
Working with others-agencies-governors-
Collaborative working, including TAs where available
Educational visits and other out of school activities

In TP3

Professional Studies should be a more personalised programme for each trainee – identifying and improving gaps and areas of weakness often driven by the trainee him/her self and their Summative Reports and ROADS –PLUS

The approaching NQT year.
Government Reports

Any trainees who are **brand new to the school in TP3** will need time for School Induction and Introduction (1-6 above) as if starting in Term 1 or 2.

17. Sixth Forms/Colleges CPD/Professional Studies

Normal welcome, induction, important policies, important staff roles etc – as per Induction Guidance page.

Professional Studies in Colleges will not normally cover the same sort of content as in schools and it may well not be delivered in the same sort of tightly structured way.

However, **it is important that trainees are supported in learning about the wider educational and professional topics that are relevant to post-16, FE, and even 14-19 with specific guidance on how it appears and impacts on your college.**

Various models can be used to deliver the content of a Professional Studies Programme, for example, Cheadle and Marple Sixth Form Colleges run a seminar session arrangement where the Professional Mentor sends out stimulus materials on a Professional Studies topic to the Subject Mentor who then goes through it as is appropriate. A structured approach can also be adopted where key staff are delivering the content areas and trainees are asked to produce evidence of their attendance to the various workshops during the practice.

During our visits to the various partnership placements we have come across several examples of excellent practice and typical programmes include many of the following areas that would be helpful:

- Safeguarding.
- Use of support staff: Learning support, the role of Student Services, ESOL, SEN support etc.
- The range of 14-19 courses and qualifications: Recent changes, recent changes.
- Target setting and use of assessment data.
- Applying for jobs and interviews with an opportunity to have mock interviews with senior staff.
- Personalised learning.
- New Government strategies and initiatives.
- Teaching in a multicultural society - global dimensions - EAL.
- Pastoral support in college, the role of a form tutor in this environment.
- How students learn. Teaching and learning strategies.
- Links with secondary schools and transition to higher education.
- Key skills for life.
- The role of ALS.
- Performance indicators and value added.
- UCAS applications - preparing the students.
- Health and Safety issues.
- New qualifications/diplomas/Ebacc.
- Attendance at UCAS evenings/preparation for the University Application for students, preparing for university.
- Development of Social Skills at this level.
- Revision strategies for students.
- ILT resources and sharing good practice.
- Equal opportunities, integration and multiculturalism.

Finally, **if you already have a normal college CPD programme for newly appointed or regular staff, please encourage and advise and direct our trainees** to attend those parts of it you feel appropriate. This can also play an important part of your college Professional Studies support.

Areas such as the following would be useful to trainees:

- Effective questioning
- Differentiation
- Objective setting
- Smart board
- Communicating to get a job for our students
- Industrial placements
- Active Learning
- The quality classroom
- Behaviour management strategies in this environment
- How to use Ofsted criteria
- Record keeping
- Motivation in Learning
- Gifted and Talented children-delving further
- Teaching and learning styles

18. EDUCATIONAL AND PROFESSIONAL STUDIES TIMETABLE AT UNIVERSITY 2019-20(DRAFT)

Date	Theme	Timings	Lectures (All to be finalised)	Seminars/ workshops	Follow up in subjects
Wednesday 11 September	Purposes of education	09:00 - 12:30 lecture 13:30 - 16:00 seminar	Introduction to EPS and ISPs (Siân Morgan) What is Secondary Education For? (Andy Howes) Keeping learners safe - ICT & safeguarding, bullying, unseen child, Prevent and British Values (Bob Hindle/Zahra Alijah)	Introduction to EPS and ISPs Education policy	National curriculum
Wednesday 18 September	Inclusion and diversity	09:00 - 12:30 lecture 13:30 - 16:00 seminar	Schooling & diversity (equalities – race, culture, ethnicity, sexual orientation) (Rachel Williams, The Proud Trust) Disadvantage (Carl Emery) WAPP (Hannah Strickland)	Keeping learners safe Inclusion and Diversity	
Thursday 26 September am	How we learn	09:00 - 11:00 seminar 11:30 - 1:00 lecture	How do we learn? – Models and theories of learning and behaviour for learning Behaviour for learning (Matt Grant)	Theories of learning Behaviour for learning	Behaviour for learning
Friday 22 November am	RSE PSHE SMSC	09:00 - 10:30 lecture 11:00 - 12:00 workshop	Relationships and sex education (RSE) / Personal, social, health and economic education (PSHE) / Spiritual, moral, social and cultural (SMSC) lecture RSE/PSHE/SMSC workshop	RSE PSHE SMSC	RSE PSHE SMSC
Friday 13 December am	Applying for jobs	9:00 - 10:00 lecture	First appointments (Tom Donnai)		First appointments
Wednesday 8 January am	Researching your practice	09:00 - 10:30 lecture 11:00 - 12:00 workshop	Learning from educational research (purpose, collaboration, ethics and key themes) (Andy Howes, Claire Forbes) Research workshop	Researching pupil voice	Learner identities / enquiry support
Friday 17 January	Inclusion Conference	09:00 - 4:00 choice of lectures	Inclusion Conference – choice of sessions		
Wednesday 19 March am	Research – sharing methods	09:15 - 11:00 parallel workshop sessions 11:20 - 12:00 drop in session	Research focussed sessions		Enquiry
Friday 5 June am	What next? Research	10:00 - 11:00 lecture 11:00 - 12:30 trainee-led poster conference	What next for educational professionals? Professional Development Profile (PDP), the induction year, further study, CPD, unions. Hearing pupils' voices		PDP

19. Contents Of CPD Materials Online Or On Pen Drive 2011-18 Used And Shared By PM's From Their School CPD Sessions

Number	Title
1	A framework for mind friendly learning
2	Active Learning through Group Work (Werneth)
3	Active Learning(Bacup)
4	Assertive Teaching to manage challenging behaviour
5	Assessment for Learning PowerPoint
6	Assessment Policy
7	Behaviour Management Key suggestions
8	Behaviour Management PowerPoint
9	Behaviour Management(key strategies)
10	Behaviour Plan (Hollingworth)
11	Checklist for Observing Effective Practice (ASFC)
12	Child Protection (Rochdale)
13	Circle Time(St Damian's)
14	Conquering Challenging Behaviour(Copley High)
15	Diplomas (Bolton)
16	EAL Tips
17	ECM PowerPoint
18	ECM(Cardinal Langley)
19	Example of Induction schedule (MGS)
20	Example of Induction schedule (MGS)
21	Examples of Evidence for QTS Standards (Cholton)
22	Expectations from trainees (MGS)
23	Extended Services (Penketh) example (Kingsway)
24	Gand T (Werneth)
25	GAT, extension ideas
26	Great Lesson Beginnings
27	Ground Rules for Learning (Werneth)
28	Ideas Booklet
29	Induction (Xaverian)
30	Induction Checklist(Cardinal Langley)
31	Induction Pack (Hollingsworth)
32	Induction Pack(Hathershaw)
33	Introduction to Professional Standards (Rivington and Blackrod)
34	ITT Handbook (Cholton)
35	ITT Policy (Rivington and Blackrod)
36	Job applications and Interviews
37	Kagan Structures (BHS)
38	Kagan Structures(Our Lady's)
39	Learning Support(Carmel)
40	Lesson Observation (Little Lever)

41	Letter to Trainees as a welcome (Hyde Technology)
42	Literacy PowerPoint
43	Memo to Subject Mentors (MGS)
44	Observing Behaviour Management (Reflective Practice)
45	Observing Effective Teaching (Reflective Practice)
46	Observing Questioning Skills (Reflective Practice)
47	Parents Evening Guidance (Rivington and Blackrod)
48	Parents Evening Notes
49	Pastoral Booklet ITT (John Summers)
50	PGCE Pack (Bolton SFC)
51	PLTS
52	Positive Behaviour Policy
53	Professional Studies Schedule example
54	Professional Studies Schedule example
55	Professional Studies Schedule example(AGSB)
56	Professional Studies Schedule example(Cardinal Newman)
57	Reflective Practice Activities
58	Role of the Form Tutor
59	Safeguarding PowerPoint
60	Safeguarding(Penketh)
61	SEN training (Cardinal Langley)
62	Seven Stages for Accelerated Learning
63	Starters and Plenaries
64	TA's how to work with them (Cholton)
65	Teacher Identity (Hatheshaw)
66	Teaching and Learning (St Gabriel's)
67	Vertical Tutoring (Werneth)
68	Voice Coaching (Rose Bridge)
69	Voice Coaching(Manchester)
70	What is learn to learn (Accrington)

Additional materials added from September 2013

71	Communicating with Parents
72	EAL Strategy
73	Falibroome Presentation Slides
74	Induction Process (Chorlton High)
75	Induction Programme (Hathershaw College)
76	Induction Programme (Lymm High)
77	ITT (Manchester Grammar School)
78	ITT (Wellington School)
79	NQT Welcome Pack (Flixton Girls School)
80	Observation of Experienced Staff
81	Presentation Slides (Sandbach High School)
82	Professional Issues Timetable Autumn Term 2012
83	Professional Studies Topics
84	Prompts for Observing Classes (Westwood College)

- 85 Pupil Behaviour Management (Self) Audi & Class Management
- 86 Ranking Pupils on Class Management (Bolton)
- 87 Referral Guide - Safeguarding - Personal/Emotional Support
- 88 SEN Guidance Notes (Sale High School)
- 89 Stages for Dealing with Inappropriate Behaviour (Loreto)
- 90 Starters & Plenaries
- 91 Student Engagement with Written Feedback
- 92 Trainee Teacher Handbook (Smithills School)

Additional Materials added July 2015

- 93 SEN and AFL - Manchester Enterprise Academy
- 94 Progress and Learning - Turton
- 95 Mobile phone policy - Haslingden
- 96 Lesson observation prompts - Turton
- 97 Homework- values and ideas - Teachers Toolkit blog
- 98 Behaviour for Learning b) Bullying 3) Form teacher activities 4) First Lesson
5) Enrichment - Loreto Chorlton
- 99 Useful websites - Loreto Chorlton
- 100 Professional Studies with Standards ref nos - Manchester Enterprise
Academy

Additional Materials added July 2016

- 101 ADHD + various SEN (Cheshire)
- 102 Classroom Management Strategies (Hazel Grove)
- 103 Dyslexia Friendly Schools (Westwood)
- 104 Educational Endowment Toolkit (EEF)
- 106 Effective Questioning (Westwood)
- 107 ELT Induction Guide NQTs
- 108 Flight Path Activities to do (Buile Hill)
- 109 Health and Safety (Cheadle and Marple)
- 110 Homework (St Peter & St Pauls)
- 111 Improving Literacy (Werneth)
- 112 Induction TP1 and 2
- 113 ITT Guide (Hyde CC)
- 114 ITT Handbook (Urmston)
- 115 ITT Induction (Helsby)
- 116 Lesson Observations Log Book (Helsby)
- 117 Observation of T&L & MARRA (Cheadle and Marple)
- 118 Planning for Pupil Progression (St Pauls CHS)
- 119 PM check list for trainees (Cheadle and Marple)
- 120 PREVENT and British values (Cheadle and Marple)
- 121 Pupil Premium Impact
- 122 Questioning for Learning
- 123 Radicalisation and Extremism (Cheadle and Marple)
- 124 Safeguarding
- 125 Self-Assessment Lesson Observations (Cheadle and Marple)
- 126 Subject Mentor Role (Urmston)
- 127 Teaching Staff & ITT's
- 128 Writing Reports (King's)

Additional Materials 2017

- 129 Broadoak School – Signs of bullying and strategies for dealing with.
- 130 Mentor – Example of completed lesson evaluation pro forma
- 131 Cardinal Langley – Professional Studies / CPD Programme
- 132 Cardinal Langley – Behaviour for Learning
- 133 Source unknown- Top Tips for managing behaviour
- 134 Carddinaal Newman-Closing the Gap and Pupil Premium
- 135 Urmston GS – Managing Subject Mentors
- 136 Nat Strategy-Effective Questioning
- 137 Journal source-Differentiation
- 138 Marple – Outstanding Progress and Key Actions for PP Impact
- 139 Helsby – Setting High Expectations
- 140 Helsby- Promoting Good Progress
- 141 Helsby – Responding to the needs of all pupils -differentiation
- 142 Lymm -Detailed Induction, CPD Programme
- 143 Kingsway- PM’s Memo for subject Mentors
- 144 Hawkley Hall- Lesson observation and feedback
- 145 EAL training – Ladybridge

Additional Materials 2018

- 146 Learning Styles - North Chadderton
- 147 Welcome letter - Essa
- 148 Parents’ Evenings guidelines – Mossley Hollins
- 149 Interview Techniques —Marple Hall
- 150 Show My Homework – Cardinal Newman
- 151 Differentiation – Urmston
- 152 Planning for Effective Learning –
- 153 Marking and SPaG - Coop Academy
- 154 SEN Learning – Marple 6FC
- 155 Micro-Scripts for consistency-All Saints
- 156 Autism and ASC –Kate Goodwin
- 157 Teacher-learner ITT/NQT/new staff - CPD terms 2 and 3 –Sale Grammar
- 158 Active Questioning –Ridgeway
- 159 TA/LSA-Classroom Roles- West Hill
- 160 Growth Mindset-Whalley Range

20. University of Manchester Secondary PGCE Partnership Agreement 2019-20 Annex 1

AGREEMENT

- between -

THE UNIVERSITY OF MANCHESTER

and

[PARTNER]

SIGNED on behalf of **THE UNIVERSITY OF MANCHESTER**

Name:

Position:

Signature:

SIGNED on behalf of NAME (Partner)

Name:

Position:

Signature:

Appendix 1

This document sets out the roles and responsibilities of the University of Manchester and partnership schools and colleges in relation to Secondary PGCE programmes.

Introduction Partnership Agreement

The Secondary PGCE course at the University of Manchester is based upon a partnership between the University and those schools and colleges that participate in the initial training of PGCE Secondary trainees.

The principal purpose of this partnership is to offer PGCE Secondary trainees the best possible preparation for their subsequent career in teaching. Enabling this to occur will be best achieved through the professional engagement of school based subject mentors, associate tutors and professional mentors and university based tutors, programme director and school liaison officers as outlined in this document and in mentor and professional mentor handbooks.

The partnership agreement below outlines the standard agreement with all schools. Please note however School Direct and other forms of partnership may have additional partnership agreements that will be agreed on individual basis.

Roles and responsibilities

Schools/colleges:

Designate a member of staff to act as a Subject Mentor (with a minimum of one year of classroom experience) in each subject area in which trainees are provided with school/college experience.

Designate a member of staff to act as a Professional Mentor.

Provide each designated member of staff with opportunities to gain and maintain Associate Tutor status including:

- For Associate Tutors/Subject Mentors attendance at mentor/associate tutor update and training sessions (for both new and existing Mentors/Associate Tutors).
- For Professional Mentors attendance at professional mentor update and training sessions (for both new and existing Professional mentors).

During periods of intermittent and continuous school experience schools will:

- Provide trainees with the opportunity to work across age and ability ranges.
- Provide trainees with the opportunity to work with well-qualified and experienced school/college staff.
- Provide trainees with the opportunity to observe a range of teaching methods and strategies.
- Provide trainees with the opportunity to practice a variety of teaching methods and strategies (during continuous school experience only).
- Inform the University of any change of School/College circumstances, which may prevent them from providing a suitable training experience.

During periods of intermittent and continuous school experience Subject Mentors/Associate Tutors will:

- Provide a weekly meeting of approximately one hour between the subject mentor/associate tutor that is arranged at a regular time, the details of which are recorded in the trainees' Record of Achievement and Development (during continuous school experience only).
- Provide at least one written lesson observation per week for each trainee (during continuous school experience only).
- Provide a written summative report on each trainee's progress and development during each period of continuous school experience.

Subject Mentors/Associate Tutors to attend with a University Subject Tutor a joint lesson observation and subsequent de-brief/training/assessment session for each trainee during each period of continuous school /college experience.

Professional Mentors and Subject Mentors/Associate Tutors to contribute to the recruitment and selection of trainees by attending upon request one assessment centre per annum.

Professional Mentors and Subject Mentors/Associate Tutors to contribute to the evaluation of the course by completing evaluation pro-formas.

Professional Mentors to arrange in consultation with subject mentors/associate tutors and in line with the Professional Mentor Handbook an Educational and Professional Studies programme for all trainees.

Professional Mentors to arrange in consultation with Subject Mentors/Associate Tutors and in line with the Professional Mentor Handbook and school/college induction programme for trainees across the range of subject areas.

University

Designate a Programme Director with responsibility for co-ordinating and managing PGCE Secondary provision as a whole.

Designate a member of staff to act as a Subject Leader in each subject area.

Designate members of staff to act as Subject Tutors responsible for the academic, personal and professional development of trainees during both school based and university based elements of the programme.

Appoint a member(s) of staff to act as School Liaison Officer(s) working mainly with school based Professional Mentors.

Members of the university based course team (Programme Director, Subject Leaders, Subject Tutors and School Liaison Officers) will contribute to the professional development of Subject Mentors and Associate Tutors as follows:

- Through the provision of initial training sessions designed to introduce Subject Mentors to the provision as a whole, to subject related aspects of the Subject Mentor/Associate Tutor role and to the mentoring of PGCE Secondary trainees.
- Through the provision of an Annual Meeting for Subject Mentors and Associate Tutors from all subject areas.
- Through the provision of at least two subject based meetings/professional development sessions (or equivalent) per annum.
- Through continuing professional development activities conducted through a variety of media including Subject Tutor/Leader visits to schools, professional networks and learning materials posted on the PGCE Secondary website.
- During the primarily university based elements of the programme the Programme Director, Subject Leaders and Subject Tutors will provide trainees with:

an induction programme introducing trainees to the PGCE course as a whole

an Educational and Professional Studies programme

a subject programme in teaching and learning in their specialist subject

a personal tutorial during each of the review periods as set out in RoAD

appropriate guidance and support to trainees completing their RoAD and Career Entry and Development Profile.

During periods of intermittent and continuous school experience Subject Leaders and Tutors will arrange a series of school visits usually including a trainee lesson observation in accordance with the following:

- Each trainee to receive at least one school visit per continuous school experience during the final four weeks of each continuous school experience. This will involve a lesson observation, a one hour training session with the trainee including feedback from the Subject Mentor/Associate Tutor, feedback from the Subject Tutor/Subject Leader and a triangulated discussion on trainee progress and development throughout the relevant school experience.

Additional school visits by Subject Tutors and Subject Leaders will be arranged as follows:

- Where necessary, a visit to all new mentors and/or partnership schools in the first three weeks of continuous school experience.
- A visit to any school within five working days following a clear request from the Programme Director, a Professional Mentor, Associate Tutor, Subject Mentor, Trainee or School Liaison Officer.

- A visit to all trainees issued with a warning letter (or where there are serious concerns about a trainee's progress) within two weeks of the warning letter being sent or the concern arising.

The School Liaison Officers will undertake visits to partnership schools and colleges as follows:

- All schools new to the partnership and existing schools with new Professional Mentors will be visited before the first three weeks of the first group of trainees' continuous school experience has elapsed.
- All partnership schools will be visited at least once per annum by a School Liaison Officer.
- A visit to any school within five working days following a clear request from the Programme Director, a Professional Mentor, Associate Tutor, Subject Mentor or Subject Tutor/Leader.

All Subject Tutors will attend meetings of the Subject Leaders and Tutors meeting throughout the PGCE Secondary year. Part-time tutors unable to meet this commitment will attend monthly minuted meetings with their Subject Leader in lieu of this arrangement.

All new Subject Tutors will attend a programme induction course.

Subject Leaders and Tutors will work with the Admissions Tutor to support recruitment and selection activities including course marketing and assessment centres.

Subject Tutors, Subject Leaders and the Programme Director will contribute to the creation, completion and analysis of evaluations at both whole course and subject levels.

Subject Tutors and Subject Leaders will contribute to the academic and professional development of trainees by setting and marking a range of appropriate trainee written assessments.

Appendix 2

Payment Made to Schools/Colleges

Length of placement	Amount per trainee
6 weeks	£300
7 weeks	£350
8 weeks	£400

Partnership schools/colleges

Signed

21. Identifying And Supporting Trainees Making Insufficient Progress/cause For Concern

Trainees making insufficient progress need to be identified as early as possible during their school experience. This is to ensure that appropriate support is made available to them. When provided with such support many trainees make steady progress and become adequate teachers, some develop considerably and are finally graded as good or better. However a very few trainees remain weak and are unable to achieve the Standards required to gain NQT status.

Identifying trainees making insufficient progress

Weak trainees display some or several of the following characteristics:

- poor teaching skills
- poor organisational skills
- lack of commitment
- lack of professionalism
- refusal to accept and act on constructive criticism
- inability to see that there is a problem

Responding to the needs of trainees making insufficient progress

- The tutor must be immediately informed and will visit the trainee and mentor.
- The trainee must be told that they have weaknesses and what those weaknesses are. The mentor and tutor need to be supportive and encouraging but must ensure that the trainee is fully aware of their weaknesses.
- Realistic targets will be negotiated and recorded on Lesson Observation Reports and in the RoAD document, to enable the trainee to identify their weaknesses and work towards improvement.
- Where necessary, an action plan will be written by the tutor and mentor with clear targets and a timetable for progress.
- The mentor and tutor will chart the progress made by the trainee. This will include additional visits by the tutor to carry out lesson observations and support the trainee and mentor.
- The mentor and tutor will keep a record of support provided and well documented evidence of the trainee's work and behaviour. This documentation will be available to all parties.

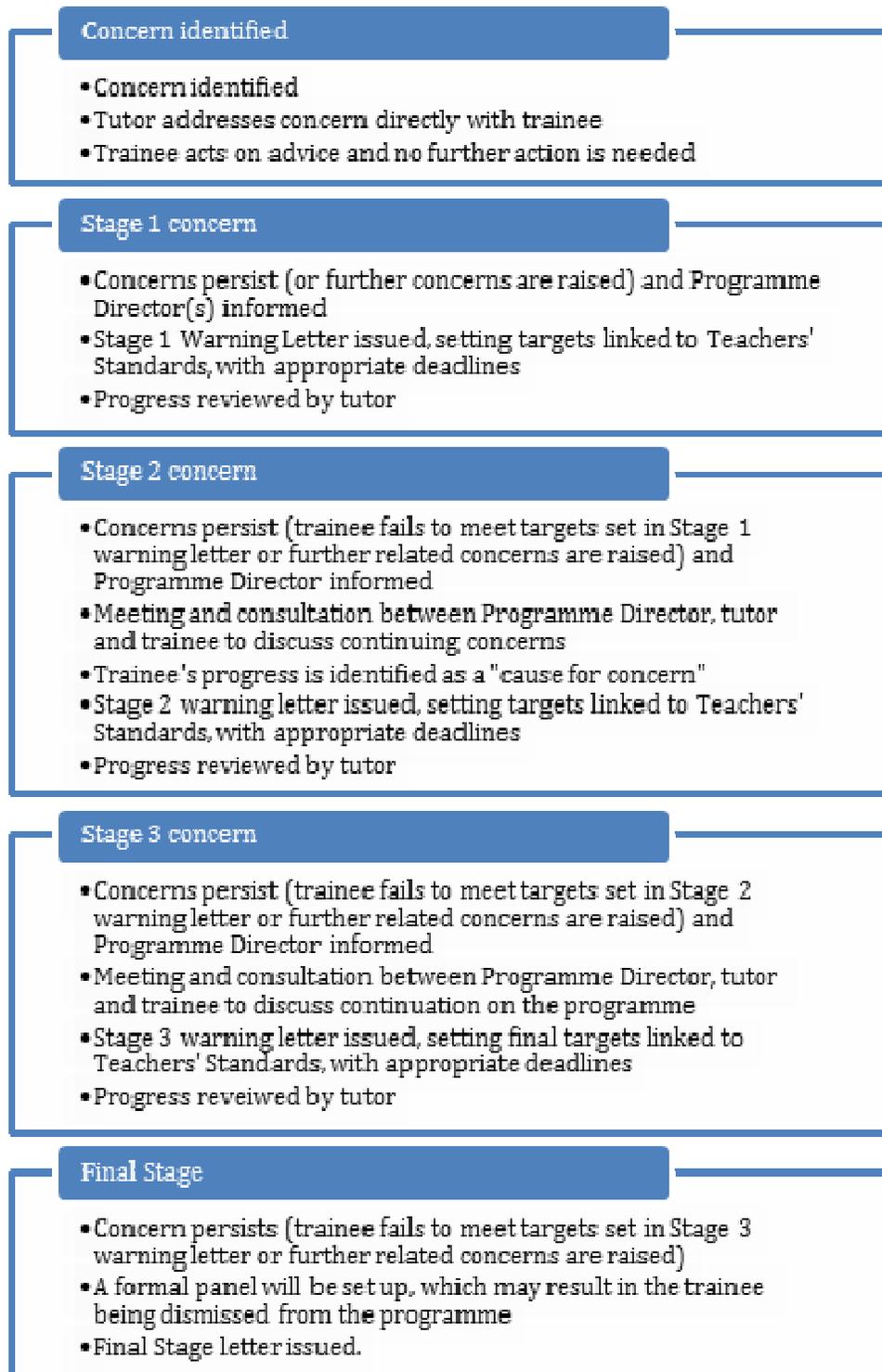
If it is felt that the trainee is in danger of failing the course, the Programme Director must be informed and involved and the warning system will begin.

Absences, failure to meet professional standards, including standards of professional and personal conduct, will trigger concerns and possibly **warning letters**. A grade 4 on a summative report will trigger concerns and usually a warning letter. There are three stages of concern. Trainees reaching the final fourth stage will have failed the course.

A minority of trainees will reach Stage 1, and most of these will not go on to Stage 2 or beyond.

In most cases, trainees would have to pass through each stage to reach the final stage. However, where trainees are asked to leave two different schools/colleges by their subject mentor and/or professional mentor, or where there has been a serious breach of professional conduct, the University will not normally provide a further period of school experience, and the trainee will have failed the course.

The following chart describes the raising of an initial concern; Stages of concern 1, 2, and 3; and the final stage.



22. The Role Of The School Liaison Officers

The School Liaison Officers are central to the quality assurance and enhancement of the school-based elements of the programme. Their role includes:

- Managing and carry out monitoring and support visits to partner schools and colleges. Liaising with senior partner school and college staff (Professional Mentors) to ensure quality of training provision within and between schools.
- Presenting and disseminating information gained during monitoring visits to the secondary PGCE programme staff, the partnership schools and colleges, PGCE committees and outside agencies including OfSTED.
- Analysing, disseminating and responding to information received from programme evaluations concerning the partnership.
- Devising, providing and updating training for new Professional Mentors and professional development for experienced Professional Mentors. Communicating regularly with Professional Mentors, providing support and support materials to enhance performance and disseminating good practice between partner schools.
- Attending and contributing to the PGCE committees, providing information from the partnership for developments and strategic planning.
- Overseeing the developmental work of the Professional Mentors working parties and organising specific panels of Professional Mentors which address key issues, such as DBS checks, Associate Tutor Selection etc.
- Liaising with other School Liaison Officers in Primary PGCE and other institutions and attending and contributing to meetings of the North West Partnership Schools, Teaching Schools Consortia; School Direct and other external partnership meetings.

Each school/ college is visited at least once by one of the School Liaison Officers. (See APPENDIX C - SCHOOL LIAISON OFFICER'S VISIT PROTOCOL AND DOCUMENTATION).

23. School Liaison QA And QE Visits To Schools

Dear Professional Mentor

Many thanks for supporting our trainees this year. I hope you are finding them an asset to the school.

I'd like to organise our normal annual meeting within the next two weeks at a time and date to suit you. Please see my suggested dates and times. Could you please email me with which is most convenient and I'll get back to you.

Initially I need half an hour (which can be on my own) to look through trainee RoADs , and then about an hour for our face to face discussion and review of the meeting. This enables me to gain your valuable feedback and, if necessary, support you with your programme.

My mobile number is: _____ and my email is as per this email to you.

I have attached the following for your consideration prior to the meeting:

1. A Survey Link to a few questions for you to do and return before the meeting if you can
2. The prompt sheets for the discussions between us.
3. A survey link for **your mentors** to do **before my visit** in order to get their feedback; this allows me to respond and reply on the day of the visit or post later to university tutors to follow up on.

During the visit please provide me with WRITTEN COPIES of:

- 1 Your **Induction Programme** and trainees' wider activities in first week or so.
- 2 Your **CPD Professional Studies Programme**.
- 3 **Current Trainees' RoADs. TELL TRAINEES TO GIVE TO YOU A DAY EARLIER**
- 4 **Yellow Questionnaires and PM Reviews you've done (DO EARLY BEFORE MY VISIT IF NECESSARY PLEASE?)**

Please do YQs and PM Reviews a week or two early if my visit is before the normal time so I can get a feel for trainees' progress

I would also be very keen to receive a copy of the handouts on one or two of your CPD Professional Studies Topics and the materials that you are using with our trainees

During the visit I am also keen to meet with the trainees, and any UoM NQTs, perhaps at break, lunchtime, or end of the day for a quick chat ?

Many thanks.
SLO Tea

24. Discussion Prompt Sheet 1

Professional Mentor views on University Programme and Support

Name of School _____ Professional Mentor _____ Date _____

	Comments/suggestions for development
1 Any immediate concerns to raise with School Liaison Officer?	
2 Any issues raised by your school's evaluations of University sent in previously by you or mentioned on last visit?	
3 Current views on University programme and support. Including: - Professional Mentor's handbook - yellow questionnaires - PM Review sheet - on line materials	
b) Meetings over the year provided by University training updates, PM advisory showcase meetings	
c) Systems of administration and communication – post – email – phone	
d) Value of initial PM training and these SLO visits (preliminary/normal QA/QE)	
e) University tutor's visits and support for school (feedback sheets from mentors ?)	
f) Speed and quality of response from University to any concerns raised by school	
4 Preparedness and attitude of trainees Quality of trainees	
5 Usefulness and regular use of the Grading Criteria and Matrix relating to Standards	

Are there any elements of our programme that we could develop/ improve upon?

1.

2.

Which elements of our programme do you feel work particularly well/best?

1.

2.

25. Discussion Prompt Sheet 2

Your School Programmes of Support to discuss with SLO on visit

	Comments/suggestions for development
<p>1 Please provide a Paper copy of your Induction programme Details please of trainee's activities in first week or two including Safeguarding Training.</p>	
<p>2. Please provide a Paper copy of your CPD programme Details – Handouts - Topics Any special handouts for next year's CD?</p>	
<p>3. Mini-school ITT handbook and other school documents ?? Examples please of school docs given to trainees. One example for the CD?</p>	
<p>4 Issues raised by previous or recent trainees evaluations as sent to you in Sept a) Any whole school issues ?</p> <p>b) Any subject specific issues ?</p>	Comments
	Comments
<p>5 Any Issues raised on previous visit by SLO last year re: your school programme</p>	<p>Whole school</p> <p>Subject specific</p>

<p>6 Professional Mentor's support and general <u>involvement with trainees</u>, such as</p> <ul style="list-style-type: none"> • regular meetings- ? • monitoring the trainees' RoADs ? • PM reviews ? • CPD input ? • Joint lesson Obs with mentor ? 	
<p>7 Issues raised on Yellow Checklists re</p> <ul style="list-style-type: none"> • areas of support not covered well • wide discrepancies • Usefulness of YQs 	
<p>8 Opportunities for trainees' wider school involvement, e.g.:</p> <ul style="list-style-type: none"> • Pastoral/Form teacher • PHSE/SEND/EAL/CITIZENSHIP • Parents 'evenings' and contacts • Extra-curricular/sport/clubs/drama 	
<p>9 Access to and use of school IT, e.g.:</p> <ul style="list-style-type: none"> • Pupil /class data /levels/targets • School policies • Personal use • Use with classes IWBs / DPs / Lap tops? 	
<p>10 <u>PM's involvements with own mentors?</u></p> <ul style="list-style-type: none"> • Selecting ? Training :? • Ref to Mentor National Standards • Joint lesson observations and feedback • Memos/policies/procedures/docs egs • Early meetings – advice - expectations • Examples of memos/advice to mentors 	
<p>11 Other involvements with University:</p> <ul style="list-style-type: none"> • CPD / subject delivery at Uni - Offers ? • Selection and recruitment sessions ? • PM advisory and showcase meetings ? • Joint working parties and projects ? 	
<p>12 New school initiatives to share or research to start with us ? egs Disadvantaged kids ? Staff well-being-? Marking and workload ? Attainment 8 ? progress 8 ? Exam preparation ? Revising and memorising techniques ?</p>	

26. Memo To Subject Mentors

Memo to PGCE Subject Mentors

Date

Peter Marks or another School Liaison Officer from the University of Manchester is coming to see me on

..... at to discuss:
the University programme and our support and training for the trainee teachers here.

S/he would like to look at trainees ROADS – to monitor such as - lesson obs - weekly mentor meetings--signpost of evidence –yellow questionnaires and especially help from us with trainees' progress

Please ask your trainees to hand RoADs in to me at least the day before the visit to allow me to review their progress before I pass it over to the Visiting University School Liaison Tutor.

S/HE IS ALSO INTERESTED IN YOUR VIEWS ON THE MENTOR FEEDBACK SHEET ON THE BACK OF THIS MEMO.-PLEASE RETURN TO ME OR FOLLOW THE LINK TO DO IT ELECTRONICALLY

THE UNIVERSITY SLO IS VERY HAPPY TO MEET WITH YOU OR TRAINEES IF AVAILABLE FOR A SHORT CHAT – BREAK ? LUNCHTIME? IF YOU WANT

THANK YOU

27. Subject Mentor's Feedback Sheet Re University Support-Or It Via Survey
Please Return To Professional Mentor As Soon As Possible For Discussion During University Visit,
The Form Will Be Passed On To UMI Subject Leader For Further Follow Up If Needed

School Professional Mentor Subject Date

Subject mentors' judgements or comments on these topics	Good features?	Any problems?	Suggestions?	University response during visit if shown
M1 Appropriateness, quantity and quality of subject documentation and web site materials from University-				
M2 Understanding and awareness of your mentoring role with the University				
M3 Subject links with University- training -the programme, meetings, updating, letters, emails, response to concerns etc.				
M4 RoAD and guidance notes – your understanding and ability to help trainees				
M5 University tutor's visits (including extra support for you and trainee if there are any problems)				
M6 Joint lesson observations and joint follow up discussions with tutor and trainee				
M7 Your understanding and confidence in assessing the trainee's achievements?				
M8 Preparedness and attitudes of trainees as appropriate to the time of year in the course				
M9 Awareness and usefulness of DFE National Mentor Standards				

28. Monitoring School Support QA/QE Proforma- Copy Left For School

School Professional Mentor Date SLO TP Full week no

Offers/ Placements OK?	
New PM ? and any new subject mentors trained by us ?	
Any meetings or working parties or recruitment/assess centres	

Subj.	Trainees	Placement	Mentors' lesson observations		Any Issues on the yellow questionnaires? Try to do earlier for visit if necessary		Induction eval form	Mentor Meets	PM Review Earlier if necessary	Trainees progress and achieves	CPD program
			Quality and progression	Quantity	Mentors?	Trainees?					

29. Whole School SnapShot Given To School Date

Full TP Week no.....

Name of school Professional Mentor

General characteristics and information- PP ?						
Latest OFSTED Grade - Date:		Overall Grade: Issues/RI ?				
Teach and learning		Notes:				
WHOLE SCHOOL SNAPSHOT		QUALITY			AREAS TO DEVELOP (IF ANY)	
Induction programme, documents, policies, trainees' early activities.						
CPD Professional Studies Programme, range, coverage, repeats in TP2						
Wider school activities opportunities including PHSE – SEN – FTS – TAs - EAL						
Professional Mentor's Involvements eg Lesson obs, Review Meetings and target setting with trainees						
Previous and current trainees' feedback inc Induction evals and yellow questionnaires						
PM's overall organisation and mentor support- eg DFE National Mentor Standards						
SUBJECT SUPPORT		<u>QUALITY and QUANTITY</u>				
• lesson observations						
• weekly meetings						
• Monitoring trainee's progress and achievements started?						
• summative reports						
• trainees' feedback						
• yellow questionnaires						
• areas to develop						
General comments and recommendations for development and further involvement in ITT, e.g. new placements, School Direct, teaching schools, working parties or research topics with us, delivering topics at Uni or PM meetings? CONTACT PETER DIRECTLY IF USEFUL						

School Liaison Officer Sig PM Sig

30. Promoting Paired Placements- Suggestions And Or Informal Cooperation

YOU MAY FIND THIS USEFUL TO DISCUSS WITH HODS

Our experience shows that paired placements have great value for many trainees, schools and university partners. They are not suitable everywhere, but we strongly encourage all schools and mentors to seriously consider the following list of potential benefits.

Benefits to trainees

- Trainee peer support: problem-solving together, sharing resources, facilitating good communication,
- Sharing subject expertise,
- Reciprocal peer observation and analysis of lessons: enhancing performance and critical reflective abilities,
- Team working skills through joint responsibility for some lessons / classes,
- Learning through innovation and risk-taking in a more supportive environment.

Benefits to schools and mentors

- Trainees often settle in more quickly than when they are the only newcomer to a department,
- Two trainees with a class can provide additional support and challenge for pupils,
- An additional adult can improve the learning environment in a class,
- Classroom management is improved, facilitating a larger range of classes,
- Joint feedback to trainees can increase their rate of learning to the benefit of pupils.

Problem-solving

- Mentors have found that it is just as easy to deliver the weekly mentoring session to two or more trainees as to one,
- And there is greater and often deeper discussion,
- Trainees' mutual support reduces the demand on the mentor.

How does it work in school?

- Each trainee's experience involves working with another trainee and the mentor,
- Solo teaching may or may not be planned jointly,
- Teaching to be delivered in a collaborative manner by the trainees may involve:
 - Shared class preparation and team teaching*
 - One lead trainee doing the planning and taking responsibility for a particular lesson, the other trainee assisting during the lesson*
 - Trainees taking individual responsibility for different groups of pupils within a classroom*
 - Separation of the class into groups with each trainee teaching different groups*
 - Mentor time will largely be shared, but with some time for individual discussion.*

Trainee A term one (Trainee B will be vice versa)

Three hours solo teaching: three hours teaching with trainee B acting as TA.

Three hours acting as TA for trainee B. Total class time required = 12 hours.

For six hours classes will have two trainees in together working as a team.

For six hours classes will have one trainee only but they can help mentor each other.

31. Procedures for Dealing With Applicants Possessing “Criminal Records”

All UK applicants must apply for a DBS report prior to acceptance on to the programme. Applicants from countries other than the UK, or UK nationals who have spent 6 months or more in any one non-UK country within 3 years preceding the course start date must additionally provide a police certificate of good conduct from that country.

If a criminal conviction, caution, reprimand or final warning is disclosed either by an applicant or in a DBS check the following procedures will occur:

- i. The applicant will be asked to provide an anonymous statement surrounding the events disclosed and explained that
 - a. that they will only be accepted if, on successful completion of the programme, they will be likely to be able to enter the teaching profession
 - b. that the decision will be made by the Suitability Committee (which includes university and school based staff) who will discuss the case itself without knowing the applicant’s name or personal details
- ii. The statement will be submitted for consideration of a Suitability Committee. and a decision will be made on whether the Committee feel the individual is suitable to train as a teacher at the University of Manchester using information from the information from the NCTL (September, 2014); Keeping children safe in education Statutory guidance for schools and colleges (DfE September 2018) and the *UCET Guidance (Appendix A)*. Each case is unique and will be examined individually, but the broad areas for consideration are:
 - the nature of the offence, criminal convictions for sexual, violent or drug offences will be particularly strong contraindications for working with children
 - the age of the offence, recent offences are most relevant
 - the frequency of the offence, a series of offences over a period of time are more concerning
- iii. The aim is to inform the applicant of the decision within two working weeks. If the decision is to reject the applicant, the Programme Director will meet with them to explain the decision

If it becomes known that a trainee, during the Programme have gained a criminal record, the above procedures will occur. Depending upon the decision made, the trainee may be required to withdraw immediately from the Programme.

Please Note: We ensure that all applicants have applied for an enhanced DBS before registration on the Programme so that Disclosures are received prior to the trainees commencing school/college/setting based elements of their training. This process is outlined to schools (See Safeguarding Pack on Core Sites). However, for those accepted onto the course towards the end of the summer particularly, the DBS may arrive after the commencement of the school and college based elements. In these cases a Children’s Barred List check is carried out for these trainees. The head teachers and principals have discretion to allow an individual to begin school and college based training pending

receipt of the Disclosure (provided they have a Children's Barred List check). Where this is necessary, tutors, head teachers and principals must ensure that the trainee is appropriately supervised.

Prohibition, EEA and GTCE Sanctions Check

In addition to the enhanced DBS check, trainees must also undergo a prohibition order check. This is separate to the DBS check, as people can be prohibited from teaching for actions or behaviours that would not lead to them being included on the DBS barred list. This check is carried out by the University of Manchester. The University also undertake an EEA check to assess whether an applicant is/is not prohibited to teach in another country of the European Economic Area (EEA).

General Teaching Council for England (GTCE) sanctions list contains the details of teachers who are still subject to disciplinary sanctions from the GTCE.

Childcare Disqualification Requirements

Trainees are asked at the beginning of the Programme whether they are disqualified under the terms of the 2009 Childcare Disqualification requirements and commit to ensuring that any changes to their circumstances are communicated immediately to the Programme Director. Trainees affected should review the relevant information on the Ofsted website, and consider applying for a waiver.

<https://www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers>

If ITT providers have any questions, they should send them to the following e-mail address where someone will respond on a case by case basis.

E-mail: mailbox.disqualification@education.gsi.gov.uk

Information on waivers is available at:

<https://www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers>

32. Trainee Evaluations At The End Of Each TP Experience 2019-20

Name of School/College	_____		
Subject Mentor	_____	Professional Mentor	_____
Trainee	_____	Subject	_____ <input type="checkbox"/> (tick if Schools Direct)

Please note that a copy of this proforma will be sent to each school/college for consideration. However, this will not be done until you have finished your PGCE course.

Please summarise your views of this school/college experience. Please ensure that all comments are professional and not personal:

Positives: _____

Problems: _____

Using the scoring scheme shown below, please circle the number which most adequately describes the following:

- | | |
|---|---------------------------------------|
| 1 Very good with outstanding features | 2 Good with no significant weaknesses |
| 3 Adequate but requiring improvements in some areas | 4 Poor quality |

A. Whole School Area, Professional Mentor and School Experts

- | | | | | |
|---|---|---|---|---|
| 1 Welcome, induction and introduction into school; ethos, background, organisation and context. | 1 | 2 | 3 | 4 |
| 2 Provision and explanation of appropriate school information (e.g. policies, summaries, extracts, documentation, mini handbooks ?) | 1 | 2 | 3 | 4 |
| 3 Provision of Educational Professional Studies (EPS) support and meetings on a variety of topics, e.g. assessment, behaviour, safeguarding, pupils' progress etc. | 1 | 2 | 3 | 4 |
| 4 Access to ICT facilities for use in teaching situations with classes e.g. interactive white boards, data projectors, devices etc. | 1 | 2 | 3 | 4 |
| 5 Encouragement and opportunities to participate in wider school activities (e.g. form tutor role, staff meetings, parents/open evenings, extra-curricular activities). | 1 | 2 | 3 | 4 |

B. Subject Mentor and Departmental Support and Training

- | | | | | |
|---|---|---|---|---|
| 6 Provision and explanation of subject handbook, documentation on department policies, schemes of work, marking, workload, etc etc. | 1 | 2 | 3 | 4 |
| 7 Support and advice on lesson planning. | 1 | 2 | 3 | 4 |
| 8 Support and advice on teaching strategies and delivery inc pupils' progress. | 1 | 2 | 3 | 4 |
| 9 Support and advice on classroom management strategies including, behaviour for learning, rewards and sanctions. | 1 | 2 | 3 | 4 |
| 10 Support and advice on departmental marking, monitoring and assessment. | 1 | 2 | 3 | 4 |
| 11 Weekly detailed written and other oral feedback on lessons. | 1 | 2 | 3 | 4 |
| 12 Weekly meetings with your mentor to discuss progress and targets. | 1 | 2 | 3 | 4 |
| 13 Support and advice on supporting children with individual needs, e.g. SEN/D, EAL/TAs./PP kids | 1 | 2 | 3 | 4 |

C. Summary

- | | | | | |
|--|---|---|---|---|
| 14 Your school/college experience overall. | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

33. Evaluation By Subject Mentors Of The University PGCE Programme And Support 2019-20

To be completed by **Subject Mentors** in partnership schools/colleges in December, April and/or June to give feedback on University Programme and support

Name of school/college _____

Name of mentor _____

Subject _____

Email address _____

What routes were your trainees following? **Non-School Direct (core) only** **School Direct only** **Both**

Please summarise your views on the university PGCE programme and support:

Positives: _____

Issues: _____

Using the scoring scheme shown below, please circle the number which most adequately describes the quality of the following aspects in relation to the university PGCE programme and support:

1 = very good with outstanding features 2 = good with no significant weaknesses
 3 = adequate 4 = poor quality

Please feel free to add any specific comments either above or in the space below each aspect

1	Awareness of your role, procedures and responsibilities as a mentor.	1	2	3	4
2	Appropriateness and quality of Uni subject materials or subject handook.	1	2	3	4
3	University tutor visits to schools.	1	2	3	4
4	Support for mentors, e.g. updating, extra visits if problems arise, etc.	1	2	3	4
5	Usefulness of the meetings at the university and/or mentor training.	1	2	3	4
6	The RoAD booklet for tracking and supporting trainees' progress.	1	2	3	4
7	University based elements of the programme as preparation for trainees' school experiences.	1	2	3	4
8	How well prepared the trainees are when they come to you for their school experience as per TP and the time of year in their course.	1	2	3	4
9	Overall grade for university subject provision and support.	1	2	3	4

34. Evaluation BY PMS Of The University PGCE Programme And Support 2019-20

To be completed by **Professional Mentors** in partnership schools/colleges in December, April and/or June to give feedback on University programme and support

Name of school/college	_____
Name of Professional Mentor	_____
Email address	_____
What routes were your trainees following? Non-School Direct (core) only <input type="checkbox"/> School Direct only <input type="checkbox"/> Both <input type="checkbox"/>	

<p>Please summarise your views on the university PGCE programme and support:</p> <p>Positives: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Issues: _____</p> <p>_____</p>

<p>Using the scoring scheme shown below, please circle the number which most adequately describes the quality of the following aspects in relation to the university PGCE programme and support:</p> <p>1 = very good with outstanding features 2 = good with no significant weaknesses 3 = adequate 4 = poor quality</p> <p><i>Please feel free to add any specific comments either above or in the space below each question</i></p>					
1	Appropriateness and quality of University P M handbook and training	1	2	3	4
2	Enabling you and the school to feel valued and competent as a partner.	1	2	3	4
3	Enabling awareness and understanding of your own role and responsibilities	1	2	3	4
4	General Support for Professional Mentors, e.g. meetings, updating, emails, if problems arise; documents; resources CD.	1	2	3	4
5	Visit from School Liaison Officer - discussion, advice, feedback, helpfulness	1	2	3	4
6	General systems of administration and communication.	1	2	3	4
7	Overall grade for university provision and support.	1	2	3	4

35. Selected Extracts From Flixton Girls School

1. Positive strategies to improve behaviour and learning

2. Safeguarding

3. Securus-Internet and Social Media

4. CPD Professional Studies Programme

5. Form tutor activities

6. Prompts for observing peers and teachers

7. First lesson advice – Positive strategies

8. Useful Web sites

Positive Strategies to improve behaviour and learning

The following strategies are tried and tested ways of dealing with difficult situations positively:

- Give praise...lots of it
- Don't lose your cool and start shouting
- Don't back students into a corner
- Use simple prompts like eye contact, teacher proximity
- Follow up actions – don't make idle threats
- Don't negotiate on sanctions – be consistent
- Use the seating plan
- Smile lots, be proactive – don't just sit there!
- Walk around the class and quietly check girls are happy with their work
- Insist on good standards
- Show a genuine interest in the lesson – be involved
- Use appropriate humour—avoid sarcasm
- Support students to feel secure
- Use the class register – refer to students by name

Safeguarding

Safeguarding our Pupils

At Flixton Girls' School we use the latest methods and procedures recommended by the Government on how to safeguard pupils. All staff will receive training on Safeguarding during INSET allocation in September.

Securus

An important part of this initiative is software which monitors school computers for issues of concern or misuse. This falls in line with our Acceptable Network and Internet Use Policy Statement—Extra protection for pupils when they use computers at school.

Most lessons today involve computers and the internet as an important part of learning. Young people use computers outside of the classroom and at home too, as a way of keeping in touch with each other and learning about the world. There are many positive benefits to technology, but to ensure young people are safe, especially online, schools do need to provide a level of guidance and supervision.

Computer monitoring

The monitoring software is called Securus. This is currently installed and monitoring has begun. The software gives pupils and staff the freedom to use the internet and computer programs responsibly, whilst capturing misuse and unacceptable behaviour.

How it works

The software detects when swear words, abusive language or explicit images appear on-screen. All programmes and websites are covered including email, instant messaging, sites like Facebook and MySpace and Microsoft Word. A record is taken of any misuse or cause for concern, along with the identity of the user. Designated staff will review the records and decide if action needs to be taken.

What it prevents

The designated staff are alerted to pupils using bullying or threatening behaviour and inappropriate websites. It also gives an early warning to potentially harmful situations, like predator grooming, drugs or signs of depression or suicide. Evidence helps staff choose the best course of action, from support for victims of bullying, protecting a vulnerable child to confronting a pupil who is acting inappropriately.

Because pupils know they're being monitored, Securix also provides a powerful incentive for pupils to use ICT safely and concentrate in lessons. Learning good habits at school prepares young people for life beyond the school gates. A copy of the Acceptable Network & Internet Use policy is available on our website or on request from the school office.

Social networking guidance for staff

1. The open nature of the internet and social networking means that every member of staff should take active steps to protect themselves by taking some simple precautions. The information below offers some thoughts as to what to do to safeguard yourself and to avoid compromising your professional position.

Protect your professional reputation

2. Your professional reputation is an essential part of your current and future career so managing your online reputation is essential. Think carefully before posting information online about the school, staff, pupils or parents – even if your account is private. Comments that are made public could be taken out of context and could be very damaging. The language you use is important, as abrupt or inappropriate posts may lead to complaints. Anything that you post online is potentially public and permanent.
3. Think carefully as to how you present yourself when you post images or when joining a group or 'liking' pages. These choices say something about you. An employer may reasonably believe that a recognisable member of staff putting an inappropriate post or image in the public domain will lower the reputation of the school and that could be a basis for disciplinary action. It is an implicit condition of employment that an employee owes a duty of loyalty to an employer.

Choose your friends carefully

4. Think carefully about whom you are friends with online and which friends can access what information. The school strongly advises that you do not accept friend requests, or requests to follow you, on your personal accounts from pupils, past or present, or from parents at your school. By accepting such requests, you could be making yourself vulnerable by sharing personal information or by having access to personal information about pupils. This could leave you open to allegations of inappropriate contact or conduct and you could find yourself exposed to unwanted contact.

Privacy settings

5. It is important that when using social networking websites, you are in control of who can see your account details and content including photos and albums, posts, status updates and any personal information. On Twitter, you can set your account to private by going to 'view my profile page', selecting 'account' from the menu, and then clicking the 'Protect my tweets' option – this will allow you to either accept or decline requests to follow you.
6. For Facebook, choosing the 'Friends only' setting (accessed via the 'Privacy settings' link on the top right of your wall) for every option would enable you to achieve a good degree of privacy. However, you can customise each option further and limit the information that certain people can see. It is always useful to use the 'view as' option, to check how your profile appears to others, and that the information you want to remain private or for 'friends only' is not visible to everyone. If you are not entirely sure about how to use all the settings, treat all of the information that you post as being available to everyone and act accordingly.
7. It is a good idea to remove any friends, or customise the privacy settings for current friends, if access to your personal activity could compromise your position. It is important, regardless of which setting you use, that you think about what you post because 'friends' settings do not guarantee privacy.
8. Be careful as well about comments you post on your friends' walls because if their profile is not set to private, your posts will be visible to everyone. Sharing content with others could mean that you lose control of it; for example, friends could pass on your information.
9. Always use a strong password that contains a combination of upper and lowercase letters, and numbers and ensure that it is at least six characters long. Get in the habit of logging out after you have finished online. Not logging out

means the next user can access your social networking account. Do not ever select the 'remember this password' option when logging on to a site as others may later be able to access it. If you access social networking through an application on your mobile phone, set a PIN or passcode for the phone, so if you lose or mislay it, access to your account is still protected.

10. Ensuring that you have robust security settings on your social networking accounts could prevent them from being hacked. If an employee has kept up a reasonable degree of security and if the hacker clearly had to get through serious barriers, then the exposure of material could be excusable; there was a reasonable expectation of privacy. However, if confidential information that should have remained within the organisation has been revealed, the fact that the leak has been exposed by a criminal is irrelevant. Manage what others post about you online.
11. Search your name regularly online to monitor any content about yourself. This enables you to see what others can and provides an opportunity for you to delete anything that may compromise your reputation. Be aware of what monitoring, if any, is carried out by the school.
12. Other people could post images on their profile in which you are named, so think about any photos you appear in. On Facebook, you can 'untag' yourself from a photo. If you do find inappropriate references to you and/or images of you posted by a friend online you should contact them and ask that the content be removed.
13. Alternatively, you could go directly to Facebook to request that it be removed, although it will be Facebook's judgement as to whether they should be taken down or not.

Online harassment

14. Sometimes remarks aimed at an individual in the school, go beyond inappropriate and become offensive and abusive. The best option can be not to draw attention to these or escalate the issue, as when ignored the offended party may give up and the remarks end up being seen by a handful of disgruntled individuals. However, if this continues it can become harassment.
15. The school has a duty of care as your employer to protect you from harassment. The first course of action would be to contact the service provider to have the offending remarks deleted or website closed down. If this is not successful, the school may consider it appropriate for to take legal action (or make use of the employer's legal advisers) to tackle the issue - both because the school should be protecting its employees from harassment and because such a slur on an employee is also a slur on the Flixton Girls' School.
16. Another possibility is to approach the police. If the comments are offensive enough and frequent enough it might mean that they can be counted as harassment in the criminal sense.
17. Unfortunately, it is difficult to make a legal case for defamation. For a statement to be defamatory, it must tend to lower the claimant in the estimation of right-thinking members of society generally. A statement that amounts to an insult or is mere vulgar abuse is not defamatory. This is because the words do not convey a defamatory meaning to those who heard them (simple abuse is unlikely to cause real damage to a reputation).
18. Before you make a decision as to how you wish to proceed, take into consideration that you will wish to minimise any publicity and this will be a factor in your decision-making.

36. Observation Prompts For Trainees When Observing Teachers Or Others

Make notes and comments below on what you see and think

Prompt clear start to lesson	
Resources prepared and available and differentiated appropriately	
Appropriate timing and phasing of different parts of the lesson	
Matched to class ability and linked to previous work	
Tasks broken down into small steps	
Maintain pupils' attention	
Effective plenary	
All based on clear planning, including learning objectives and activities matched to ability	
Encourage pupils to talk about their learning	
Variation of tone, volume and pace of voice	
Clarity of explanation	
Awareness of individual pupils	
Clear, consistent rules identified. Pupils follow rules. Acts to pre-empt inappropriate behaviour.	
Uses praise to promote positive attitudes	
Teacher impact helps pupils make progress and learn	

Pupils sustain concentration and perseverance	
Pupils are courteous	
Pupils work collaboratively	
Pupils show initiative and take responsibility	
Pupils show self-control and independence	
Pupils listen attentively and progress	
Copes securely with pupils' subject-related questions	
Spots and remedies pupils' errors and misconceptions	
Presents key ideas, using appropriate vocabulary and well-chosen examples	
Effective questioning – pace and differentiation	
Sets challenging class/group/individual tasks	
Identifies and caters for special learning needs e.g. SEN, high ability, E2L	
Delivers lesson with appropriate structure, pace and timing. Clear presentation-good pupil learning	
Manages adult support effectively to enhance learning opportunities	
Assesses how / if learning objectives have been achieved	
Gives accurate well-placed explanation to pupils; listens carefully to pupils' responses, analyses and responds constructively	

37. First Lesson Advice

ADVICE FOR YOUR FIRST LESSONS OF THE YEAR

The first lesson is the best opportunity you will have to create the right atmosphere and establish your expectations for the rest of the term. The pupils do not know you and they will be tentative and malleable: make the most of this and set the tone!

Make a strong impression and “power” dress – it will pay dividends for the weeks ahead.

Overall, the lesson should be mainly teacher led with you giving instructions and the pupils getting used to following them. This will establish routine for the future.

Here are some ideas for your first lesson:

1. Arrive on time, greet them at the door, but get them straight in as the corridors can get busy!
2. Have something on the desks for pupils to get on with straight away. Set a time limit.
3. Once everyone has arrived, tell the pupils the starter time is up and introduce yourself.
4. Take the register insisting on silence; be firm with anyone who breaks this – it will set the tone.
5. Put the group into a seating plan.
6. Write their names onto a plan, to enable you to start addressing them.
7. Have them set their books out on the desk so you can glance at their name too, this is powerful.
8. Tell the class the sort of levels you are expecting from them - get them used to your academic expectations.
9. At the end of the lesson, after a plenary, ensure the group are stood behind their chairs quietly before you dismiss them (row by row?).
10. Have spare pens, pencils and tissues at the ready – this will help minimise disruption.

Essential Classroom procedures to ensure Effective Teaching and Learning and Maintenance of Positive Student Behaviour.

1. Work with the School Behaviour Policy: Refer to your class rules and procedures on a regular basis. Actively teach your students about your rules. Regularly remind students of the rules. Do not assume that they will remember them. Ask “what’s our rule for eating/dropping litter/calling out” and then deal with the incident.
2. Plan for good behaviour: Classroom practice does not leave the behaviour of students to chance. Use the sanctions but ensure you have used those teacher strategies which are very effective for dealing with issues calmly, promptly and effectively – see “Positive strategies” notes below. Your plan will take account of the wide range of supportive strategies that you can use to encourage, support and correct your students. Practice your strategies and use them consistently.
3. Model behaviours you wish to see: Remember that your students look to you for an example of legitimate adult behaviour. Teachers who use verbal or physical hostility in their classrooms are legitimising the very same behaviour in their students. If you want your students to treat you respectfully, the process must start with you. The only behaviour that you can absolutely control is your own. Use your own behaviour to help model and manage the behaviour of students.
4. Discipline with dignity, correct with compassion: Create win-win situations. Do not back students into psychological corners-always leave them a graceful way out.
5. Actively build trust: Do not assume that your students will automatically trust that what you are doing is in their best interests. Their previous experiences of adults, both inside and outside education, may lead them to very different conclusions. Be consistent and make sure that you always demonstrate that you have their interests at heart. Accept that both you and they have “off days.” Trust is something that develops over time.
6. Grudges break relationships – repair relationships as often as is needed: Just because a student has made some poor choices about their behaviour does not mean that you have to avoid saying anything positive to them. Some teachers think that just because they have to correct a student’s behaviour it means that they avoid all forms of praise from that moment on. If anything, the very opposite is true. We should look even harder to “catch them being good” and repair working relationships as soon as possible. You are the adult.
7. Follow up your actions: Always follow through with the choices your students have made. This is particularly true with applying sanctions. Striking bargains or deals with students will undermine your credibility and our partnership as teachers. Avoid undermining colleagues in other classes by allowing students to wear coats/listen to iPods etc. as a special treat.
8. Actively take steps to reduce confrontation: Realise that the only person you can control is yourself. You can manage the behaviour of students, but you cannot control it. Recognise that when a student challenges your instructions that they are not making you less of a teacher. They are simply doing what young people have always done (and probably always will) - challenge adults. Stay calm, use rehearsed language patterns and stay focused on your classroom rules.
9. Hold high expectations: One of the single greatest deterrents of students’ eventual educational achievement will be the expectations their teachers have of them. If you have low academic and social expectations of your students then

they often live down to this.

10. Actively develop and use a wide range of intervention strategies: The more choices you feel you have in responding to examples of unacceptable behaviour, the more relaxed you will become and the more confident you will feel.
11. Ensure that your corrective consequences are fair and logical: Wherever possible make a direct connection between the consequences the student is choosing and their actual behaviour. Be seen to be fair. Do not issue whole class consequences because of the behaviour of a few.
12. Stay happy: Some teachers fall into the trap of psychologically investing too much into their discipline transactions. This is not healthy as life is too short! Having a bad lesson or a bad week happens to us all. It is not a reflection of your qualities as a person.

Positive Strategies (1)

The best strategies for managing behaviour are ones which are related to how you prepare for your lessons and they tone that you set in the lessons themselves. Below is a list of essentials for every lesson:

- Be happy and confident: Students often feed off the tone that is set by the teacher. If you are confident and relaxed, they will pick up on it.
- Set your expectations high: Remind students about where they are in their learning, where they are going and what you want them to achieve.
- Set clear objectives: Students need to understand what they are expected to learn, so explain it to them. Use simple lesson objectives; refer to them during the lesson. This includes teaching students your objectives for positive and calm classroom behaviour.
- Use different approaches and a range of resources: Students learn in different ways and while it is not possible to accommodate everyone all the time be aware that different stimuli keep your lesson engaging and exciting.
- Be early: The easiest way to start the lesson well is, if possible, to be there before the students. It gives you the chance to welcome them and set the tone for the lesson.
- Allow time for reflection, use different group dynamics: Two strategies which really go together and are about involving the students in their own learning, whether it be talking about what and how they have done or working with others on shared and negotiated tasks.
- Model the behaviour you wish to see: Show respect and be sensitive. If you prepare well, mark books, feedback, take an interest in students and don't shout and lose your temper, the students are more likely to see you as someone in control who is fair and worth working with.
- Use starters, plenaries and lesson protocols: Students learn well if they recognise the structures in your lessons or in the way that you set out your lesson/room. They begin to set the pattern and the tone themselves and to start thinking in ways you want them to without asking.
- Talk to other staff: There is a wealth of experience and talent in all colleagues!! It is often the case that some difficult groups/students are not difficult for someone else. Talking and sharing strategies is a great idea.

Positive Strategies (2)

The strategies listed below are all suggestions from teachers. They are not going to be right for everyone, but they are all tried and tested ways of dealing with difficult situations positively;

1. Give praise...lots of it.
2. Get familiar with and use the School Behaviour Policy.
3. Don't lose your cool and start shouting.
4. Don't back students into a corner.
5. Use simple prompts like eye contact, teacher proximity; use "pause" and be prepared to walk away while your instructions are complied with.
6. Give students a choice
7. Give praise...lots of it.
8. Separate student from audience.
9. Follow up your actions.
10. Don't negotiate on sanctions.
11. Give praise...lots of it.
12. Use a seating plan.
13. Smile a lot.
14. Insist on good standards.
15. Show respect and trust and don't over react...they are children...you're the adult professional.
16. Use humour

If students make lots of mistakes...support them. Make students feel secure. Give praise...lots of it.

There are only a few students who do not respond to strategies around school. In the end they may have to be dealt with by our escalating system which may eventually lead to exclusion. Keep an eye out for information so that you know where difficult students are and what sanctions (e.g. reports) are currently in force.

38. Yellow Questionnaire Professional/Subject Mentor's Views

To be filled in towards the end of the school placement and passed on to Professional Mentor for review

Trainee School

Uni. Tutor Mentor

Subject Date

Whole school areas – Professional Mentor's input		Very Good	Good	Partial	None Yet
1	Welcome and induction into whole school organisation, ethos and expectations including Behaviour/Rewards/Sanctions/Health & Safety/Safeguarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provision of appropriate, selected whole school information, e.g. documentation, policies, ITT handbook, expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provision of CPD Programme of topics as recommended for this term in handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Access to IT for personal use and school data and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Planned opportunities and encouragement to participate in wider activities, e.g. form teacher, contact with parents, British Values extra-curricular activities, school INSET-. PHSE –SEN etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provided with information on the roles and responsibilities of a range of adults supporting pupils e.g. Safeguarding, SMT, TAs, SENCO -EAL – pastoral etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject specific support – subject mentor input					
1	Departmental induction ; provision of subject handbook, , policies, schemes of work, well being , workload etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Advice and support on lesson planning , content, differentiation, variety, to help with pupil learning and progress etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Help with developing appropriate subject knowledge : National Curriculum, KS3, KS4, Post-16, SEN/EAL, Examinations .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Advice and support on planning , teaching, rewards and sanctions, behaviour and class management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Advice and support on marking and assessment , feedback and target setting, purposes, to raise pupils' standards and influence future planning to improve pupil learning and progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Weekly formal written feedback on lessons is appropriate and helpful. Also some informal oral feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Weekly timetabled mentoring sessions to review progress, discuss issues, set targets,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Advice, support for and monitoring of the trainee's RoAD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Advice, support and opportunities to use IT with teaching groups eg IWBs, data projector, lap tops, other devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Timetable which provides opportunities to observe or work with a range of other colleagues with a variety of roles such as SEND TAs, EAL – PHSE where relevant and possible .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

pto for comments suggestions and targets

Any further comments or suggestions for the trainee's development?

From Professional Mentor - Comments and targets:

1

2

3

From Subject Mentor - Comments and targets:

1

2

3

Please keep a copy but pass this back to Professional Mentor for perusal (and follow up where necessary).

39. Trainee ‘Yellow’ Questionnaire

Trainee’s Views

To be completed towards the end of the school placement, copied for tutors, passed on to Professional Mentor for review

Trainee School

Uni. Tutor Mentor

Subject Date

Whole school topics/areas – trainee’s views		Very Good	Good	Partial	None Yet
1	Welcome and induction into whole school organisation, ethos and expectations including Behaviour/Rewards/Sanctions/Health & Safety/Safeguarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provision of appropriate, selected whole school information, e.g. documentation, policies, ITT handbook, expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provision of CPD/ of Topics as recommended for this term in handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Access to ICT facilities in the school for your own personal use and accessing school data,school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Planned opportunities and encouragement to participate in wider activities, eg form teacher, contact with parents, extra-curricular activities, school INSET – PHSE-British Values etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provided with information on the roles and importance of a range of adults supporting pupils e.g. SMT, TAs, Safeguarding, SEND EAL- Pastoral etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject specific support and training – trainee’s views					
1	Departmental induction ; provision of subject handbook, documentation, policies, schemes of work etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Advice and support on lesson planning , content, differentiation, variety, to impact on pupil learning and progress etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Help with developing appropriate subject knowledge : National Curriculum, KS3, KS4, Post-16, SEN/EAL. Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Advice and support on planning , teaching, rewards and sanctions, behaviour and class management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Advice and support on marking and assessment , feedback and target setting, purposes, to raise pupils’ standards and influence future planning to help with pupil progress and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Weekly formal written feedback on lessons is appropriate and helpful. Frequent informal oral feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Weekly hour-long mentoring sessions to review progress, discuss issues, set targets, improvements are taking place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Advice, support for and monitoring of the RoAD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Advice, support and opportunities to use IT with teaching groups including eg IWBs data projectors, lap tops, hand held devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Timetable which provides opportunities to observe or work with a range of other colleagues with a variety of roles as SEN TAs, EAL – where relevant and possible .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

pto for comments, suggestions, targets

Any reflections or self evaluation by trainee on areas for extra support needed in last few weeks?

To Professional Mentor – Trainee’s requests:

1

2

3

To Subject Mentor – Trainee’s requests:

1

2

3

4

Please keep a copy but pass this back to Professional Mentor for perusal (and follow up where necessary)

40. Review Meetings with Professional Mentor

- 1 To review and gain an overview of trainee's progress (*two weeks of placement left*).
- 2 To celebrate strengths and successes
- 3 To consider, discuss and set developmental targets or action in remaining two weeks.
- 4 To moderate and standardise subject mentors' judgements so far.

Trainee/PM to make notes on meeting below

Trainees should bring to the meeting: two recent lesson plan with evaluations, two lesson observations, progress matrix and latest completed Yellow Questionnaire.

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

		Placement 1	
Areas for scrutiny and discussion	PM comments and judgements.		Key areas for development for the remainder of this placement and next
1 Individual Development Plan – refer to trainee's targets			
2 Planning Refer to two recent lesson plans.			
3 In lessons: Refer to two recent lesson obs. and trainees' own reflections.			
4 Feedback and targets – and the trainee's response			
5 Progress matrix – reviewing progress as indicated to date – trainee's notes with evidence where appropriate			
6 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events.			
Professional mentor to sign	Signature		

Review Meetings with Professional Mentor

- 1 To review and gain an overview of trainee's progress (*two weeks of placement left*).
- 2 To celebrate strengths and successes
- 3 To consider, discuss and set developmental targets or action in remaining two weeks.
- 4 To moderate and standardise subject mentors' judgements so far.

Trainees should bring to the meeting: two recent lesson plan with evaluations, two lesson observations, progress matrix and latest completed Yellow Questionnaire.

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

Trainee/PM to make notes on meeting below

Placement 2	
Areas for scrutiny and discussion	PM comments and judgements.
1 Individual Development Plan – refer to trainee's targets	
2 Planning Refer to two recent lesson plans.	
3 In lessons: Refer to two recent lesson obs. and trainees' own reflections.	
4 Feedback and targets – and the trainee's response	
5 Progress matrix – reviewing progress as indicated to date – trainee's notes with evidence where appropriate	
6 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events.	
Professional mentor to sign	Signature

Review Meetings with Professional Mentor

- 1 To review and gain an overview of trainee's progress (*two weeks of placement left*).
- 2 To celebrate strengths and successes
- 3 To consider, discuss and set developmental targets or action in remaining two weeks.
- 4 To moderate and standardise subject mentors' judgements so far.

Trainees should bring to the meeting: lesson planning documentation, including evaluations. Two lesson observations, Progress Matrix and latest completed Yellow Questionnaire, and **Evidence for extending practice** where applicable.

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

Trainee/PM to make notes on meeting below

		Placement 3	
Areas for scrutiny and discussion	PM comments on progress	Areas for development for the remainder of this placement and for NQT year	
1 Individual Development Plan – refer to trainee's targets			
2 Planning and teaching: Refer to two recent lesson plans and lesson observations.			
3 Progress matrix – reviewing progress as indicated to date – trainee's notes with evidence where appropriate			
4 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events.			
5 Extending practice – where the trainee has opted in to present evidence of a particular focus	where applicable...		
Professional mentor to sign	Signature		

41. A Revised Approach To Trainee Progression

What differences will there be from last year: We are piloting a simplified approach, making our system of trainee assessment more formative, and less atomistic, whilst retaining some structured support for the less experienced mentor and to maintain comprehensive feedback. Another feature of the pilot is an approach whereby trainees can, in the final part of the course, demonstrate where they are *extending their practice* in particular areas.

How will the simplified system work?

Trainees require a clear view of how they need to progress to meet the standards. The **progress matrix** for each placement is designed to do this. It has a focus on the main standards, and no grading. Trainees will complete it as they go through the placement, demonstrating where they are meeting the standards – indicating where some evidence for this can be found - and where they need to develop next. Overall, though, there will be less focus on evidence of achievement – less gathering of evidence to prove what is already known – and more time and effort on developmental conversations, and on specific targets, with associated actions.

The mentor will take account of the progress matrix when writing the **summative report**. Here, mentors will judge whether or not the trainee is broadly on track, or not, with each group of standards (*subject and curriculum knowledge | planning and teaching | assessment | wider professional responsibilities | professionalism*). Feedback by the mentor here will summarise the progress made. The targets set by mentors will be even more crucial than they have been up to now, in highlighting the next areas for development.

Developing beyond the minimum standards

In Placements 2 and 3, the indicators on the Progress Matrix are set at a more demanding level, reflecting the trainee's greater experience and practical knowledge of teaching. Trainees will again use it to demonstrate how they are meeting the standards as trainees.

Meeting the standards is an ongoing issue throughout the PGCE year. However, focusing on standards alone doesn't do justice to the very different skills, knowledge, experience and commitment of trainees across the cohort. The standards are standardising, which is important, up to a point. After that point, we want trainees to have the chance to show how they are extending their practice in their own way.

So, in Placement 2 or 3, with the agreement of their tutors and mentors, trainees may define a way in which they are **extending their practice**, with some specific focus of their own. For example, they could choose to focus on *teaching that emphasises and builds young people's agency and courage; building a learning community in the classroom; negotiation in the classroom; specific elements of subject teaching development (use of models and analogies; process writing...); working with disadvantaged young people; developing pedagogies that link the subject to young people's lives and future; making the classroom more inclusive; addressing social justice in the classroom; making hard things easy; developing rich questioning and assessment...* These are meant only as some possibilities among many. Their focus might relate to their pupil voice enquiry – this could provide strong and helpful synergy.

Trainees will compile evidence of **extending practice** in discussions with mentors, professional mentors and tutors, sharing and learning with peers, and applications for teaching posts. Evidence might include, for example:

- **Lesson resources, schemes of work:** illustrating the way they are extending their practice in particular ways – resources they have created or adapted; pedagogical approaches they are developing; curriculum developments in particular areas of their subject.
- **Young people's responses:** showing how particular young people (anonymised!) have responded in particular ways, in response to the trainee's pedagogical approach, etc.

Formative questions for reference by mentor, trainee, tutor during the placement and in completing the summative report at the end of the placement.

Standard	Indicative formative questions – Placement 1
<p>Subject and curriculum knowledge Demonstrate good knowledge (S3)</p>	<p>In which areas of your subject knowledge do you now feel confident? Can you break down complex ideas into appropriate stages or steps? Can you help pupils to develop literacy, numeracy and oral expression through your subject? In which topics have you started to understand ways of teaching</p>
<p>Planning and teaching Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)</p>	<p>How do you start the planning of a lesson – and how do you know when you have planned it sufficiently? How do you take account of what pupils have found easy and difficult in previous lessons? What routines have you tried for the start and finish of a lesson? Are you developing a range of tasks for different stages in the lesson? How clear and concise are your introductions to tasks? How do you adapt your voice to different purposes during the lesson? How does your body language communicate your expectations to the class? How do you help pupils to see links between lessons?</p>
<p>Assessment Use assessment productively (S6)</p>	<p>Can you use questioning for different purposes? How do you monitor progress of individuals and the whole class? How do you help pupils to be clear about what they need to focus on next?</p>
<p>Fulfil wider professional responsibilities (S8)</p>	<p>Are you working constructively and professionally with colleagues, seeking advice and support from appropriate people? <i>Have you developed a manageable weekly routine for planning</i> What roles are you taking in school, outside of lessons? What are you learning by observing lessons? What are you learning through reflection on your lessons? What are you learning from feedback from other teachers?</p>
<p>Professionalism Part 2: Maintain high standards of ethics and behaviour</p>	<p>Are you demonstrating that you can uphold public trust in the profession: treating pupils with dignity, maintaining appropriate professional boundaries, showing tolerance and respect to others, demonstrating reliability. Are you demonstrating proper regard for the ethos of the school or college and the reasonable expectations placed on teachers? Are you aware of and do you act within the law, and the statutory frameworks that set out your responsibilities as a teacher?</p>

These (first draft) questions are derived from Standards but also from our knowledge of how trainees develop, and what the challenges are at the start of their training. A different set of questions may be developed for P2. Some trainees might still need reference to this first set. Some questions will carry over.

42.Placement 1 Progress Matrix (trainee to complete)

Formative use of the Progress Matrix: The 'Meeting Standard' descriptors help trainees and those assessing them to determine areas for development, and to identify areas where a trainee is on track. On each page, trainees should make notes during the placement to indicate how they are meeting the standard overall. These notes will inform a discussion with the subject mentor prior to completion of the trainee's summative report, with the aim of identifying strengths and areas for development in the following placement.

Notes may refer to evidence such as:

- Subject knowledge audits
- Planning documentation – lesson plans, medium term plans
- Lesson resources
- Lesson evaluations
- Pupil assessment records, records of rewards and sanctions
- Reflective documents
- Lesson observations by mentors and tutors
- Records of weekly mentor meetings
- University assignments and ISPs
- Pupils' books including teacher feedback

The Progress Matrix should be scanned and uploaded to Blackboard at the end of the placement.

The standards are addressed in the following order, to support a coherent perspective on developing practice:

- **subject and curriculum knowledge (S3);** - this will be ongoing and will include the development of pedagogical content knowledge
- **planning and teaching (S4, S2, S5, S1, S7);** this encompasses the core processes of lesson planning and learning-teaching, of which classroom management and behaviour for learning is an integral, not separate, element.
- **assessment (S6);** a particular focus on a central feature of learning-teaching, linking also to summative and national assessment.
- **wider responsibilities (S8);** this includes the activities that teachers engage in and are responsible for beyond the subject and classroom, and which lead to their development.
- **professional conduct (Part 2)** - no collation of evidence by trainees is necessary for this part. However, the points listed should be reviewed briefly in weeks 3 and 7 along with other Standards, to highlight any areas of concern.

Subject and curriculum knowledge

Prompts	Meeting standards	S3: Demonstrate good subject and curriculum knowledge
<p>a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum.</p> <p>Can maintain pupils' interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings.</p> <p>Can demonstrate awareness of developments and changes in subject and curriculum areas.</p> <p>Promotes scholarship amongst pupils within subject and curriculum areas.</p> <p>Can demonstrate understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S4: Plan and teach well-structured Lessons
<p>a) Impart knowledge and develop understanding through effective use of lesson time.</p> <p>b) Promote a love of learning and children's intellectual curiosity.</p> <p>c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>d) Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.</p>	<p><i>Can maintain the pace of the learning and the ability to respond flexibly to events.</i></p> <p><i>Can adapt teaching in order to respond to the needs of pupils.</i></p> <p><i>Can employ teaching strategies and resources, which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity.</i></p> <p><i>Homework is planned to provide opportunities for consolidation of learning. Some thought is given to out-of-school learning.</i></p> <p><i>Evaluates and reflects in order to improve on own practice.</i></p> <p><i>Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets.</i></p> <p><i>Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S1: Set high expectations which inspire, motivate and challenge pupils

Prompts	Meeting standards	S1: Set high expectations which inspire, motivate and challenge pupils
<p>a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p><i>Is able to maintain a safe and stimulating environment that will engage and sustain pupils' interest and learning.</i></p> <p><i>Sufficient mutual respect established to allow learning and classroom organization</i></p> <p><i>Demonstrates understanding of strategies to maintain a purposeful and safe learning environment.</i></p> <p><i>Can set goals that engage and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</i></p> <p><i>Is able to demonstrate the positive attitudes, values and behaviour expected of pupils.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S2: Promote good progress and outcomes by pupils

Prompts	Meeting standards	
<p>a) Be accountable for pupils' attainment, progress and outcomes.</p> <p>b) Plan teaching to build on pupils' capabilities and prior knowledge.</p> <p>c) Guide pupils to reflect on the progress they have made and their emerging needs.</p> <p>d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p><i>Can evaluate and communicate the impact of teaching on learning outcomes for groups of pupils.</i></p> <p><i>Shows awareness of school policy and practice.</i></p> <p><i>Broadly accurate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make progress.</i></p> <p><i>Has an understanding of the progress and emerging needs of pupils.</i></p> <p><i>Can guide pupils to reflect on the progress they have made and their emerging needs.</i></p> <p><i>Can demonstrate a knowledge and understanding of how pupils learn and how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</i></p> <p><i>Can use targeted interventions to facilitate learning. Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S7: Manage behaviour effectively to ensure a good and safe learning environment

Prompts	Meeting standards	S7: Manage behaviour effectively to ensure a good and safe learning environment
<p>a) Have clear rules and routines for behaviour in the classroom ,and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy</p> <p>b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary</p>	<p><i>Clear rules and routines for behaviour in the classroom applied in accordance with the school's behaviour policy.</i></p> <p><i>Can take responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school.</i></p> <p><i>Expectations of behaviour are evident.</i></p> <p><i>Establishes a framework for behaviour management, deploying strategies, including the use of: praise; sanctions and rewards.</i></p> <p><i>Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</i></p> <p><i>Can manage, involve and motivate classes using approaches which are appropriate to most pupils' needs.</i></p> <p><i>Can maintain relationships with pupils which create a supportive learning environment.</i></p> <p><i>Is able to exercise appropriate authority and act decisively when necessary.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S5: Adapt teaching to respond to the strengths and needs of all pupils

Prompts	Meeting standards	S5: Adapt teaching to respond to the strengths and needs of all pupils
<p>a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p><i>Lessons show evidence of having considered individual learning and differentiation strategies that address them.</i></p> <p><i>Respects and accommodates individual differences between pupils and has an understanding of how a narrow range of factors can inhibit pupils' ability to learn, and can adapt teaching to help overcome these.</i></p> <p><i>Understanding is shown of the challenges and opportunities of teaching in a diverse society.</i></p> <p><i>Can show awareness of how physical, social and intellectual development can influence pupils' educational outcomes.</i></p> <p><i>Can demonstrate a clear understanding of the diverse needs of pupils.</i></p> <p><i>Is able to adjust teaching and evaluate it to meet the different needs of learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Assessment

S6: Make accurate and productive use of assessment

Prompts	Meeting standards	
<p>a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>b) Make use of formative and summative assessment to secure pupils' progress</p> <p>c) Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p><i>Can recognise opportunities for, and carries out, assessment of relevant subject knowledge of pupils.</i></p> <p><i>Demonstrates knowledge and understanding of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks</i></p> <p><i>Can make use of appropriate opportunities for formative and summative assessment to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</i></p> <p><i>Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching.</i></p> <p><i>Records of pupil progress and attainment are maintained.</i></p> <p><i>Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons.</i></p> <p><i>Can give pupils regular oral feedback, or accurate written comments.</i></p> <p><i>Pupils are encouraged to respond to feedback.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Wider professional responsibilities

Prompts	Meeting standards	S8: Fulfil Wider Professional Responsibilities
<p>a) Make a positive contribution to the wider life and ethos of the school</p> <p>b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) Deploy support staff effectively</p> <p>d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>e) Communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<p><i>Beginning to contribute positively to the wider life and ethos of the school.</i></p> <p><i>Has an understanding of teachers' legal responsibilities.</i> <i>Understands the roles and responsibilities of colleagues.</i></p> <p><i>Can utilise other colleagues' expertise including those with responsibility for special needs and disabilities.</i></p> <p><i>Can deploy support staff to facilitate pupil learning.</i></p> <p><i>Evidence of effective consultation with support staff in planning and classroom delivery.</i></p> <p><i>Engages with own professional development</i></p> <p><i>Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements.</i></p> <p><i>Can communicate with parents and carers about learners' achievements and well-being.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Personal and Professional Conduct

PART TWO: Personal and Professional conduct:	
Prompts	Tick those areas where you have met the expectations of your personal and professional conduct:
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach <ul style="list-style-type: none"> • Teachers must maintain high standards of punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> • maintaining professional confidentiality • punctual and prepared for lessons • following procedures for reporting your own absence or lateness, and making suggestions for cover work for your classes • registering classes and coding absences • helping children and young people to become confident and successful learners • addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them • aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils • discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) • meeting with the SENCO and other support staff to ensure understanding of schools' approach to SEN and disability • sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. • clear which of your own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations • taking responsibility for maintaining the quality of your teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues • dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance • demonstrating an understanding of the child protection procedures in the school • clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection • knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups • aware of cyber bullying, e-safety and appropriate use of personal data and social media • aware of fire procedures, health and safety measures, first aiders etc. • aware of your statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation • aware of any tensions or difficulties in the school as a whole or in the classes you teach, and know what to do about this • putting the well-being, development and progress of children and young people first • demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers • demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession • adheres to appropriate professional dress requirements for the context in which they are working

43. Record Of Weekly Mentor - Trainee Meeting <i>(trainee to complete)</i>		Placement 1: Week 1	
		Date:	
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.		Tick if discussed
Lesson observations by trainee – focus		Class(es) observed by school mentor	
Progress this week.			Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.			When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)			Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner
Actions in support of targets.			Activities beyond the department Communicating with parents Weeks 3 & 7 Review progress matrix for overview of strengths and areas for development.
Signed by Mentor			
Signed by Trainee			

44. Lesson Observation Form

<p>↓ Tick statements to indicate strengths in the lesson.</p> <p>↓ Highlight statements to indicate areas to reflect on.</p> <p>↓ Use these statements as prompts in written feedback in the three sections.</p>	Trainee	Date
	School/College	Number in group
	Mentor/Teacher/Tutor	Year group/ability information
	Lesson Topic	Observation Focus standards or previous targets
<p><input type="checkbox"/> Demonstrate good subject knowledge S3</p> <p><input type="checkbox"/> Stimulate and maintain pupils' interest and curiosity in the subject S3</p> <p><input type="checkbox"/> Promote high standards of literacy, numeracy and communication S3</p>	Subject and curriculum knowledge	
<p><input type="checkbox"/> Set high expectations</p> <p><input type="checkbox"/> Establish a secure learning environment that promotes good pupil progress and behaviour S1</p> <p><input type="checkbox"/> Build on, consolidate and extend pupils' capabilities, prior knowledge and understanding S2</p> <p><input type="checkbox"/> Ensure all learners make progress that is at least good S2</p> <p><input type="checkbox"/> Guide pupils to reflect on their progress and their learning needs S2</p> <p><input type="checkbox"/> Plan lessons using reflection on teaching S4</p> <p><input type="checkbox"/> Use questioning and discussion to promote learning S4</p> <p><input type="checkbox"/> Promote a love of learning and intellectual curiosity S4</p> <p><input type="checkbox"/> Plan well-structured lessons that use time and resources effectively S4</p> <p><input type="checkbox"/> Maintain a good relationship with pupils S7</p> <p><input type="checkbox"/> Manage pupil behaviour effectively and appropriately including low level disruption S7</p> <p><input type="checkbox"/> Have clear rules and routines and high expectations of behaviour S7</p> <p><input type="checkbox"/> Be aware of the needs of all pupils and differentiate appropriately S5</p> <p><input type="checkbox"/> Be aware of potential barriers to learning, including pupils with SEN, EAL or disabilities S5</p>	<p>Planning and teaching</p> <p>Note features of the lesson: how planning supports the lesson; the trainee's approach to the class; the class and individuals' responses in terms of knowledge, skills and understanding, observed through eg. discussion with pupils, pupils' actions, pupils' responses (verbal, written).</p>	
<p><input type="checkbox"/> Make use of formative assessment to promote pupil progress and learning S6</p> <p><input type="checkbox"/> Use assessment which is</p>	<p>Use of assessment How are trainees assessing progress during the lesson, techniques used.</p>	

<p>appropriate to the subject and curriculum S6</p> <p><input type="radio"/> Give pupils regular accurate oral and written feedback and encourage them to respond S6</p> <p><input type="radio"/> Plan lessons using pupil data to extend pupils' capabilities, knowledge, skills and understanding S4, S5, S6</p>	
<p>Standards Nos Added by mentor or trainee</p>	<p>Progress on previous targets Trainee to complete.</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Standards Nos Added by mentor or trainee</p>	<p>Key strengths of this lesson: At least three, at least one subject specific.</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Standards Nos Added by mentor or trainee</p>	<p>Targets Up to three clear and concise target, at least one subject specific. Where possible, suggest how they may be achieved. Follow up in weekly mentor meeting.</p> <ol style="list-style-type: none"> 1. 2. 3. <p style="text-align: right;">To the trainee: identify how these targets will improve your lessons</p>

45. PGCE Secondary Progress Report – Placement 1

Trainee:		Mentor completing report:	
School/College		Date	
Classes and Subjects/Topics Taught			
KS3	KS4	16+	
Please indicate whether the trainee is on track with each group of standards:	y/n	Please summarise the progress the trainee has made over the placement in this area.	
Subject and curriculum knowledge Demonstrate good knowledge (S3)		<i>Please expand boxes if necessary</i>	
Planning and teaching Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)			
Assessment Use assessment productively (S6)			
Fulfil wider professional responsibilities (S8)			
Professionalism Part 2: Maintain high standards of ethics and behaviour		<i>Trainees will be on track with Part 2 unless they have been unprofessional: ie they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school.</i>	

Targets: based on your knowledge of the trainee and the progress they have made during this

placement, please outline **three areas** for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.

1.

2.

3. (at least one subject-specific where possible)

Number of HALF DAYS absence (excluding agreed absence for interviews)

Signed

Mentor:

Trainee:

Mentor email address

Comment by Professional Mentor

46. Extending Your Practice as a Teacher (P3)

(This is the final section of the P3 Progress Matrix)

<p>Summarise here how you have extended your practice, for example by identifying and developing one or more distinctive approaches to teaching and learning, of direct benefit to young people and to your own continuing development as a teacher. Examples are suggested on the first page of this Progress Matrix. Please refer to evidence in your RoAD and School File where appropriate, but also extend this document by scanning relevant pages into this Progress Matrix before submitting on Blackboard.</p>	<p>Link to Standards if appropriate</p>