

**The University of Manchester**

**Manchester Institute of Education**

**Secondary PGCE**

**ENGLISH Handbook**

Dear English Trainees

Many congratulations on being offered a place on the PGCE course in English at the University of Manchester. It has been an unprecedented year in many ways but I feel really hopeful about the coming academic year .

Firstly, a word on readings and core texts. Our complete list of English texts for English PGCE course will be provided in September, but you might want to consider purchasing **some** of the following books before the beginning of the course. Don’t feel that you need to read them all over summer – these are simply the texts that we use most frequently, that you may want to have your own copy of. However we do need you to read the 4 fiction texts that are highlighted in bold as we will be using these as a basis of some teaching sessions in the first term.

All should be available from online websites and many will be available as second hand copies too.

A good starting point for general reading about English teaching is *A Practical Guide to Teaching English in the Secondary School* edited by Andrew Green and published by Bloomsbury (2013).

*Learning to Teach English in the Secondary School* edited by Jon Davison published by Routledge ( 2019 )

*Learning to Teach in the Secondary School* edited by Susan Capel , Marilyn Leask and Sarah Younie published by Routledge ( 2019)

A selection of recommended fiction texts to read .

*A Christmas Carol* by Charles Dickens

*Lord of the Flies* by William Golding

***An Inspector Calls* by J. B. Priestley**

**In the Sea there are Crocodiles by Fabio Curtis**

*Holes* by Louis Sachar

***Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson**

*Private Peaceful by* Michael Morpurgo

*Of Mice and Men* by John Steinbeck

*Roll of Thunder Hear My Cry* by Mildred D Taylor

*To Kill a Mockingbird* by Harper Lee

*Pigeon English* by Stephen Kelman

English Literature graduates will find it useful to read about language, perhaps starting with R. L. Trask’s *Language: The Basics* or A. J. Tinkel’s *Explorations in Language* if you prefer a more practical approach, and following up with George Yule’s *The Study of Language*.

Reading should include some Shakespeare – watch film versions as well as reading texts. Shakespeare plays commonly taught at Key Stage 3 (11 – 14) include ***Macbeth*,** *Much Ado About Nothing*, *Romeo and Juliet*, *The Tempest*, *A Midsummer Nights Dream* and *Twelfth Night*.

We will be focusing throughout the year on the recent conversations that have arisen due to the BLM movement: our intention is to consider this in respect of English teaching and the English classroom. Our starting point will be to consider diversity in Literature .Therefore we would like you to read a young adult fiction text that addresses diversity before the start of the course and be prepared to share your ideas with fellow trainees during the initial teaching sessions. Further guidance will be given in the first week.

Prior to the start of the course it is a good idea to join The National Association for The teaching Of English ( NATE ) which is free to trainee teachers for the year

<https://www.nate.org.uk/product/trainee-teacher-membership/>

You can also join the National Literacy Trust for free basic membership <https://literacytrust.org.uk/>

The most popular exam board for English Language and English Literature GCSE is AQA so here is a link to their specifications

<https://www.aqa.org.uk/subjects/english/gcse>

If you have any queries regarding academic aspects of the course before the start of the course please do not hesitate to contact me: [carmel.kellett@manchester.ac.uk](mailto:carmel.kellett@manchester.ac.uk).

If you have any queries regarding registration and other administrative aspects of the course, please contact the PGCE Admissions Team: [pgce@manchester.ac.uk](mailto:pgce@manchester.ac.uk)

The English team look forward to meeting you again in September!

Kind regards,

Carmel Kellett

( Subject Lead for PGCE Secondary English) .

**The PGCE English Team**

Carmel Kellett – Secondary PGCE English Tutor and Course Leader



Carmel graduated from the University of Liverpool with a BA (Hons) in English Literature and American Studies gaining a PGCE the following year from the University of Leeds.

After 17 years teaching English with drama in schools in Essex, London and Derbyshire, she joined the Secondary English PGCE as a lecturer.

Carmel also works for one of the main examination boards, where she is a senior examiner for GCSE English Literature. She is a CPD Trainer for the board specialising in the design and delivery of GCSE training courses for teachers.

Carmel is also involved with the Tutor Trust, an educational charity based in Manchester. She is responsible for the design and delivery of the English training offered to undergraduates prior to their tutoring of individual students from low income communities.

Her main passions are Shakespeare and poetry especially in the context of enthusing students of all abilities to engage with these works of literature.

Contact details: carmel.kellett@manchester.ac.uk

Hannah Strickland – Secondary PGCE English Tutor



Hannah Strickland has supported trainees in a variety of settings within a rewarding career of teaching English in Greater Manchester and its surrounding areas, in a mixture of state schools, including comprehensive and grammar, mixed and single sex schools.

Hannah currently works in a series of roles in Initial Teacher Education, supporting the development of participants and trainees in becoming excellent practitioners.

At the University of Manchester, Hannah is primarily a PGCE Secondary English Tutor and WAPP tutor. Hannah has designed and led the Subject Knowledge Enhancement course for trainees who are to begin their PGCE study, as well as contributing to the Secondary PGCE EPS programme and its development. Her role also includes supporting individuals across subjects in need of targeted interventions as part of the WAPP diversity coaching programme; Hannah leads this team.

Hannah’s research interests include engaging with trainee/teachers’ experiences of teaching with invisible dis/abilities, as well as developing diverse curricula and safe, diverse educational spaces. She is also interested in researching the impact of mentoring relationships in these areas, in line with her Master’s degree in Coaching & Mentoring.

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John Keen – Secondary PGCE English Tutor

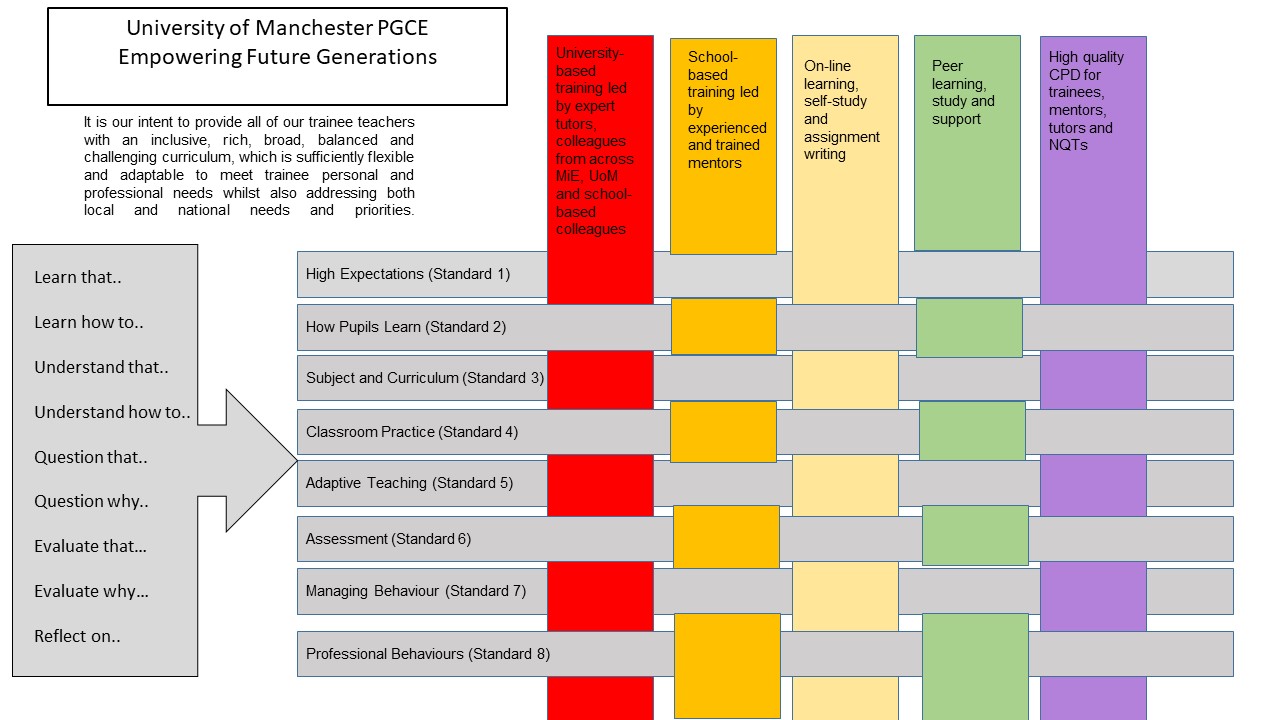


John Keen taught English in schools and colleges of further education in the Northeast, London and Cheshire and at the University of Manchester. His degrees are in Philosophy and in Linguistics. His specialist area is the application of principles from language study to English teaching. He has published extensively on English language in education and on teaching writing in schools and colleges.

He was closely involved in the creation and early development of A level English language. His books on language study include *Teaching English: A Linguistic Approach*; *Language for Talking, Living and Learning*; *A Level English Language* and *Language and the English Curriculum*.

John is currently director of the Process Writing Project working with teachers in schools in and around Greater Manchester to explore ways of teaching writing that start from pupils’ own experiences, ideas and concerns. His most recent publications on teaching writing include *Thinking, Talking and Writing: What Lies Beneath?*; *Teaching the Writing Process* and (forthcoming) *Writing Revision: Evidence for Learning*.

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| **Section 1: Introduction** |
| **PGCE Programme**  **Awarding Body**  The University of Manchester for the award of Postgraduate Certificate in Education  With Qualified Teacher Status  **Details of accreditation by a Professional Statutory Body**  Department for Education for the award of QTS  **Name of the final award:**  Postgraduate Certificate in Education with QTS  **Exit award:** Postgraduate Certificate in Education Studies - for students who complete the academic portion of the programme only or QTS only for those students who have completed the professional portion of the programme only.  **Mode of study:** Full Time  **Programme Title:**  CORE and SCHOOL DIRECT: PGCE (Secondary) Biology, Chemistry, Geography, History, Physics, Physics with Mathematics, Mathematics, English, DT, Economics and Business Education, Business Education, French, German and Spanish  CORE: PGCE (Primary and Primary with Mathematics) and SCHOOL DIRECT: PGCE (Primary) |

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| **Section 2: Intent** |
| The University of Manchester Initial teacher education (ITE) partnership strives for excellence through its high expectations from recruitment, through training and into employment.  **Vision – *“Empowering future generations”***  **Curriculum Intent**  The University of Manchester PGCE programmes echo the vision, values and principles as outlined by UCET (2020) (<https://www.ucet.ac.uk/11675/intellectual-base-of-teacher-education-report-updated-february-2020>).  And the purpose, vision and values of the University of Manchester [Our future: vision and strategic plan](https://www.manchester.ac.uk/discover/vision/)  As a well-established provider of Initial Teacher Education (ITE), the University of Manchester recognises that teaching is:   * a challenging, complex, intellectual and ethical endeavour. * crucial in improving student learning and in enabling the positive, transformational contribution that education can make to communities, and to the development of more socially just and sustainable societies.   Our Programmes build on the substantial evidence base about teaching and teacher education and draw on a body of knowledge embedded in ethical practice, including robust evidence from research. Our Programmes encourage a lifelong commitment to the education profession and pay careful attention to the factors that promote a healthy learning environment for teachers and learners.  Our PGCE Curriculums are co-created with our wider school partnership and it is our intent to produce teachers who are:   * competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge. * epistemic agents, acting as independent thinkers, who learn to search for theories and research that can underpin, challenge or illuminate their practice. Our trainees learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice. * able to engage in enquiry-rich practice and are encouraged to be intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas. * responsible professionals who embody high standards of professional ethics, who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.   It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national priorities and needs. The curriculum provides trainees with opportunity to develop:  **Knowledge of:**   * Primary Curriculum and Assessment Requirements (according to phase of training) * Secondary and post-16 Curriculums and Assessment requirements (according to phase of training) * Progression in subjects * Progression across age phases * Subject Knowledge * Knowledge of how children learn * Pedagogical Knowledge * Behaviours for Learning * Theories of teaching and learning * Inclusion and Diversity * Statutory Frameworks * Health and Wellbeing   **Skills to:**   * Meet the Professional Teachers’ Standards (2012) * Be reflective practitioners * Undertake scholarly activity * Teach creatively and innovatively * Be resilient teachers, whilst managing a workload and work life balance * Be an effective communicator * Work collaboratively |

**The philosophy underpinning the English PGCE course**

During this course we have an overriding long-term goal: to facilitate trainees’ transition from subject expert to excellent English teacher.

We will do this by:

* preparing you to become English teachers who can help their students to become independent readers, writers, thinkers and users of language.

creating a diverse and inclusive curriculum on our programme

* modelling good practice in regards to teaching with a key focus on collaborative and independent learning
* focusing on pedagogy that informs practice through theory

facilitating a safe space for critical discussions about inclusion

challenging and supporting you to develop your practice as inclusive practitioners

* encouraging you to be an overall reflective practitioner

We recognise that each of you is unique and brings to the course your own particular values, interests, knowledge and skills. You will have different, but equally valid, reasons for achieving qualified teacher status, and have enthusiasm and expertise within an area of English . Throughout the PGCE we seek to build on this and encourage you to play a key role in developing each other’s wider skills and knowledge. Collaboration and teamwork between trainees, mentors and teachers in schools, and university staff makes that possible. From the start, you are given opportunities to work in collaborative learning groups and to share and reflect together on your developing practice as well as to consider the key issues you will face in the English classroom.

**Overview of the English course**

The PGCE English Course at the University of Manchester prepares graduates to teach Secondary English, including the National Curriculum, Key Stage 3, GCSE and A Level. Mentors and other colleagues from partnership schools are regularly involved in the planning and teaching of sessions in the university department.

We use a wide range of teaching methods, including seminars, group

discussion, practical workshops, microteaching, trainee-led presentations, peer review and trainee peer observations of lessons to enable trainees to participate actively in their own development as teachers. **During Covid-19 sessions will be taught online using zoom so there may be some adaptations to the normal programme/method.**

You are encouraged to use similarly active and well-principled approaches in your own classrooms. You are given a significant amount of responsibility to develop your own teaching style, set targets for yourselves, take your own initiatives and evaluate your own work in planning, teaching and assessing.

We do focus on pedagogy throughout by encouraging academic reading as well as other forms of multimedia as this will help inform practice through theory

**Some of the main topics covered in the university-based training sessions are**:

Curriculums and frameworks

The National Curriculum

Trainees consider the National Curriculum for English using relevant documents and support material.

GCSE

Trainees consider specifications for GCSE English, GCSE English Literature and GCSE English Language as part of an introduction to the KS4 curriculum. This will be supported by sessions focused on teaching key texts as well as appropriate teaching strategies based on the skills required

AS and A Level

The course includes sessions on teaching A Level English Language, English Literature and English Language and Literature. This will be supported by sessions focused on approaches to texts and key skills

The classroom skills course

University-based sessions are used to explore some basic classroom skills, including lesson and scheme of work planning, setting objectives, task setting, questioning skills, collaborative learning, differentiation and drama-based approaches. Other strands of the course also inform trainees’ preparation for practical teaching.

**Keys sessions**

Other key sessions will include: Teaching Shakespeare through Drama workshop; both approaches to teaching SEN and EAL , diverse teenage fiction, preparation for microteaching, AFL, voice training/classroom presence, classroom /behaviour management .

**Support for assignments**

There will be sessions that focus on support for each assignment.

**Personal Tutors**

### You will each be assigned a personal tutor who will be responsible for supporting your wellbeing and overseeing your academic progress. At intervals throughout the year you will meet with your personal tutor to reflect on your progress and agree targets for ongoing development. You should be ready to share your RoAD and subject knowledge document in these tutorials to support the discussions and to inform targets and actions.

Your personal tutor will observe you during first practice ( for P2 you may be observed by another one of the English team )

If any issues arise during university sessions you should first discuss with your tutor. If problems remain unresolved you should discuss with the secondary PGCE course leader.

**Attendance and punctuality**

It is important that you attend all university sessions . If , however you are unable to attend , due to illness/caring issues then please inform the tutors responsible for the teaching sessions as soon as possible. Also if you are going to be late the same procedure is required .

**Overview of school experience**

**Key Stages Covered**

You will gain an overview of Key Stage 2 in Primary School Placement (PSP). During secondary school/college placements you will gain experience of teaching Key Stage 3 and Key Stage 4 classes. You may also teach some Key Stage 5, post-16, classes.

11–16 or 11–18 Track

You will either be designated as following an 11–16 teaching track or an 11–18 teaching track. This will be decided in consultation your tutor.

**Transition Placement**

Near the end of the course, you will spend four days in your employing school if you have been appointed to a teaching post by that time. Alternative placements may be discussed with tutors.

**Overview of Placements**

Practical teaching experience is provided through two main placements. The first of these takes place during Term 1 and will normally be in an 11-16 or 11-18 school or college. Depending on your professional needs, you will normally return to your first placement during the summer term.

The second placement, which takes place during Term 2, is intended, as far as practicable, to provide a complementary environment to that of the first placement. college.

For placement 1 expect about 8 hours teaching; placement 2 is between 10-12 hours and placement 3 is 12-14 hours.

**Due to Covid-19 we are aware that the expectations may need to be different with regards to teaching a full timetable and full classes**

**Attendance and Punctuality**

You are expected to attend for the whole of each school or college day. You should arrive in good time and you should be ready to stay for meetings, parents’ evenings and extracurricular activities when required. If you need to be absent then it is important to follow the school procedures for contacting your mentor and for setting cover. If you are absent for more than 5 days over the course of the three placements then you will have to complete additional days in a school after the end of the course in order successfully gain QTS status

**Mentor Observations and Meetings**

Your teaching will normally be observed at least once per week during placements by your mentor who will provide a written report. Be prepared to hand in lesson plans and resources to the class teacher at least 48 hours before the lesson , if required.

You will also meet with your mentor once per week to discuss progress and to review and agree targets.

**Tutor Observations and Feedback**

Tutors normally visit each trainee once per placement to observe a lesson and give verbal and written feedback. The subject mentor or class teacher normally observes the lesson with the tutor.

You should ensure that lesson plans are available for tutors and mentors. You should ensure that their Teaching Files and RoADs are available for tutors.

**Addressing Problems that arise whilst you are at school**

# It is likely that everyone will face some problems during the year: these may be directly related to your experiences in school or college or perhaps of a more personal nature that may impact on your performance in school.

If the problem is school/college-centered, if at all possible you should attempt to deal with this via your mentor in the first instance, trying to deal with any sensitive issue in a careful, diplomatic way and being most professional at all times. It may be that you feel more comfortable talking with another member of staff, perhaps the professional mentor. If an issue arises with your mentor, talk to your university tutor.

**Record of Achievement and Development (RoAD)**

The RoAD is the central record of your achievements and progress towards the Qualified Teacher Status standards. The RoAD should contain:

* mentor/class teacher observation notes for each lesson observed;
* notes on meetings with mentors;
* tutor observation notes for each lesson observed;
* a summative report from the trainee’s mentor for each placement;
* a copy of a completed RoAD Signpost for each placement.
* ( English – subject knowledge document )

It is important to regularly update your evidence

**Teaching File and School Experience File**

**Teaching File**

You should keep a Teaching File for each placement. This should contain:

* schemes of learning for each class or topic taught;
* a lesson plan for each lesson taught;
* a record of work assessed, including a mark book where applicable;
* examples of pupils’ work including evidence of formative assessment.

Expectations for planning may be reduced in Placement 3 unless this is a target for development.

**School Experience File**

You should keep a School Experience File for each placement. This should contain:

* background information about the school or college
* copies of key policy documents;
* background information about the English Department;
* notes from school/college-based professional studies sessions;
* details of pastoral responsibilities’
* details of extracurricular activities.

**Placement induction**

At the start of the placement you should have a few days to observe the classes you will be teaching and to familiarise yourselves with the school/college environment. As well as observing English classes during these induction days, you might also shadow a pupil or class so that they gain some insight both into the pupils’ perspective of learning and into how other subjects are taught.

Useful whole-school/college induction activities and information include:

* Welcome to trainee(s) at staff briefing;
* Health and Safety regulations, including fire drills, evacuation and emergency procedures;
* Details of essential staff, such as office staff, headteacher or principal, professional mentor, heads of year, the nominated child protection lead; the special educational needs coordinator (the SENCo);
* Domestic arrangements – coffee, lunch, etc.;
* Arrangements for illness and absence;
* Provision of staff handbook;
* Information about key policies such as safeguarding, health and safety, behaviour, marking and assessment, equal opportunities and diversity, social media;
* Provision of departmental schemes of work;
* Allocation of a workspace;
* Access to the school’s/college’s communications systems;
* Introduction to information technology (IT) facilities and reprographics facilities;
* Observing pastoral-related activities, such as a form, assembly, tutor time;
* Information on the local area.
* **Trainees to be given a copy of the School's Risk Assessment policy in relation to Covid-19'**

English-related induction activities and information include:

* Introduction to the English department;
* Provision of relevant textbooks and other learning resources;
* Class lists and data for pupils the trainee will be working with;
* Observations of the classes the trainee will be working with;
* Joint lesson planning for lessons that will be team-taught.

**Guidance for Lesson Observation**

**Observing other teachers**

This is a key part of your on-going professional development.

You should aim to observe staff outside of the department- whom to observe might be best advised by the trainee’s mentor or Professional Mentor.

You should think about how they are covering the National Standards for Teachers. These are listed under the headings used for standards for PGCE students:

**Teaching and Learning**

* + Pace of the lesson- how quickly do the students and teacher get through activities. Is this too slow/too fast or about right for learning to take place? How do you know?
  + Questioning- how is this used to differentiate? Does the teacher use open or closed questions? How does the teacher ensure most of the talking is done by the students?
  + Maintaining interest- what methods does the teacher use to stimulate and engage learners?
  + Scaffolding and consolidation- how do later activities in the lesson build on what it began with? Is there a recap of the previous session and a review of the learning goals?
  + Checks for understanding- how regular are these within the session and how do they take place? Questioning? Reading written answers? Peer assessment?
  + Secure learning environment- what does the teacher do to ensure students all feel comfortable to make contributions? How does this link to classroom discipline?
  + Behaviour management- what strategies does the teacher employ? How ordered and structured are the tasks? How does differentiation inform this? What evidence is there that the teacher ‘knows their students’?

# Planning

* + Love of learning- how do teachers enthuse their students?
  + High expectations- what evidence is there of this in the classroom? In teacher comments to learners? What evidence is there that teachers have high expectations of themselves? Is this done via Churchillian oratory or more subtly?
  + Learning goals- what are they and how are they communicated to students?
  + Lesson structure- how long does each aspect of the lesson last? How does one aspect link to another?
  + Knowledge of students- how does the teacher use evidence on current progress, achievement, home circumstances and multiple intelligences to inform planning?
  + Inclusion- what adjustments are made for students with a learning difficulty/disability? Do classroom examples reflect the diversity of the group, e.g. in terms of social class, religion and ethnicity?

# Assessment

* + Methods of assessment- which ones are used in class and why?
  + Feedback and measures to secure progress- how is ‘precise praise’ ensured and how do students know they are making progress?

# Pupil Progress

* + How does the class teacher know pupils are making progress?
  + How does s/he use the assessment evidence gained in class to help make this decision and how does this influence future planning?
  + Are students of all abilities making progress

**Working with Mentors**

Amongst the most important relationships you will develop during the year are those with their mentors in schools/colleges. These are the experienced teachers who will help and guide you in your first steps in teaching, through to the end of the course when they will be increasing in expertise and confidence. They are all committed teachers who are particularly concerned to assist new recruits to become good teachers. They have been to mentor training sessions in the university so are very much aware of the course and expectations of trainees and themselves, but perhaps more importantly they are experienced teachers themselves and will be able to assist trainees on a day-to-day basis in all kinds of ways.

# The mentor’s role

Their main job is to act as a critical friend during your early steps as a teacher. It is part of his/her task to support trainees and to try to ensure that they develop as a teacher whilst looking after the students in his/her, and colleagues’, classes. This means that s/he, and possibly his/her colleagues, will be offering advice about how you can quickly improve. At times, therefore, it may seem that much of the feedback that a trainee is getting is rather negative– this may be the case even if a trainee is doing really doing well. This is perhaps a result of mentors and tutors wanting trainees to become as good as possible, in as short a time as possible.

For some of you it will perhaps be the first time that you have ever had negative comments about your performance, either in an academic or a work setting. As we all find out, performing as a teacher in the classroom is difficult and everyone needs to work hard at the outset to be able to do even a satisfactory job. Of course we do ask mentors to give some positive feedback for every lesson they observe – some student teachers overlook this praise and dwell on the negative. We ask that trainees try to make sure they have a balanced view being aware of the positive feedback as well as the negative.

As well as supporting trainees throughout the teaching practice with them, we ask mentors to write a summative report at the end of each term. The summative document (in the RoAD) should be the basis of discussions during each teaching practice to help you and your mentors to set targets for development. Advice about writing reports are given to mentors.

# Weekly mentor meeting

You should expect to have a timetabled weekly meeting with your mentor that lasts approximately one hour. Trainees are asked to let us know immediately if they are not getting this. It is important that this meeting has some structure that is set out or agreed at the outset. Otherwise it is easy to fill the time focusing on the detail of teaching particular classes or even individual students without considering the ‘bigger picture’. An important question trainees should continually be asking is, “What can I learn in general from my experiences and how can I apply this across all of my teaching?”

Mentors are also aware of the assessed tasks trainees are expected to do and each term will expect you to discuss with them which of these they will carry out and how the experience that term can assist you.

## Summary of Key Roles and Responsibilities

In order to ensure you receive a high quality experience and are well prepared for the demands of the profession, we have clear expectations of our partners in terms of the school generally, school mentors working with individual trainees and ITT coordinators who may be supporting them.

**Who does what?**

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| Who? | Key roles |
| Headteacher | * Provide overall commitment and structure to facilitate effective ITE in school or college |
| Professional mentor \* | * Ensure the key aspects of the partnership agreement are adhered to * Oversee trainee placements and work with the university to resolve any issues should they emerge * Select mentors who are experienced and able to give the trainee support and mentoring * Ensure subject mentors attend mentor training * Offer moderation observations, support and guidance where needed to both subject mentors and trainees |
| Subject mentor \* | * Attend mentor training in order to be prepared for and complete the expectations and requirement of the placement * Offer time and support to the trainee to assist them in making progress across the placement including modelling good practice, agreeing clear targets and checking planning, with a strong subject specific element * Model good practice and work collaboratively with the trainee to mentor and coach their development |
| Other school staff | * Be willing to be approached by the trainee if they have a subject or specific leadership role that may support the trainee’s progress or subject knowledge * Model good practice and encourage the trainee to learn from their experience and/or expertise |

We are committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. This is essential in ensuring trainees receive the best support, training and outcomes as they enter the profession. The course directors and partnership lead will maintain a broad overview of trainees’ progress and the course impact as a whole.

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| Who? | Key roles |
| Programme director | * Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS * Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary * Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors |
| School Liaison Officer (Team) | * Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements * Monitor and QA the partnership, report back to programme director, advisory boards and, where necessary, specific school partners * Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership * Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress |
| Subject tutor | * To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements * Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees * Support trainees and/or mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans * Oversee the assessment of trainees in line with UoM and Teachers’ Standards |
| Trainee \* | * Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping * To be responsive to feedback and open to being mentored in order to improve their professional skills * Represent the university and the expectations of the course to a high standard. |

**Trainee’s Role**

Trainees are expected to:

* Be punctual
* Set a good example to the pupils through their personal presentation and professional conduct and through the standard of their spoken and written English
* Carry out, in a professional manner, tasks required by the headteacher, co-ordinator, mentor and the university
* Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
* Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for the education and welfare of pupils
* Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the mentor
* Mark work promptly in accordance with school policy
* Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
* Become involved in the general and corporate life of the school attending staff meetings and school events by invitation, including parents’ evenings
* Maintain the RoAD in an up to date fashion, and establish and maintain a school file. Have both available in school at all times
* Listen to constructive advice and act upon it to the best of their ability
* Take responsibility for their own professional development
* Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
* Demonstrate, and collect evidence of, achievement of the standards for QTS by completing relevant sections of the RoAD
* Return any resources or materials belonging to the school at the end of the professional placement
* Be aware of the wider context of education and that learning takes place both in and out of school.

# Advice on Using Social Media

Students of all ages are increasingly savvy with the internet world, albeit not always sure of procedures to ensure they are safe online. Many schools use web filters and audits to ascertain what their learners are looking at and pastoral programmes cover topics such as cyber bullying. Some schools and colleges make active use of Facebook to communicate with students and parents, encouraging learners to engage this way; other institutions ban social media completely. The first stop is to check what the school or college’s policy is.

We ask that you are wary of their own use of social media and consider your security settings carefully- trainees can be sure some savvy students will be trying to find their online presence. Schools and Colleges increasingly do similar searches as part of the recruitment process for new teachers.

**Before engaging with any social media in class, trainees should check the Safeguarding policy at the institution and speak to their mentor about any institution-specific protocols.** Stay Safe Online is of value to teachers as well as students.

Increasingly, teachers are making use of social media in the classroom as a teaching tool and as a means of extending learning

**Twitter**: a useful vehicle to send weblinks/videos to students. You can set up a ‘group’ of students to do so and manage security settings so that this is not visible outside. Some teachers tweet homework reminders and demand that students follow them at school as they tweet links to articles and videos. Others use it to tweet questions or make points during lessons, to store revision topics, take and tweet pictures of students’ work and more.