The University of Manchester
Manchester Institute of Education
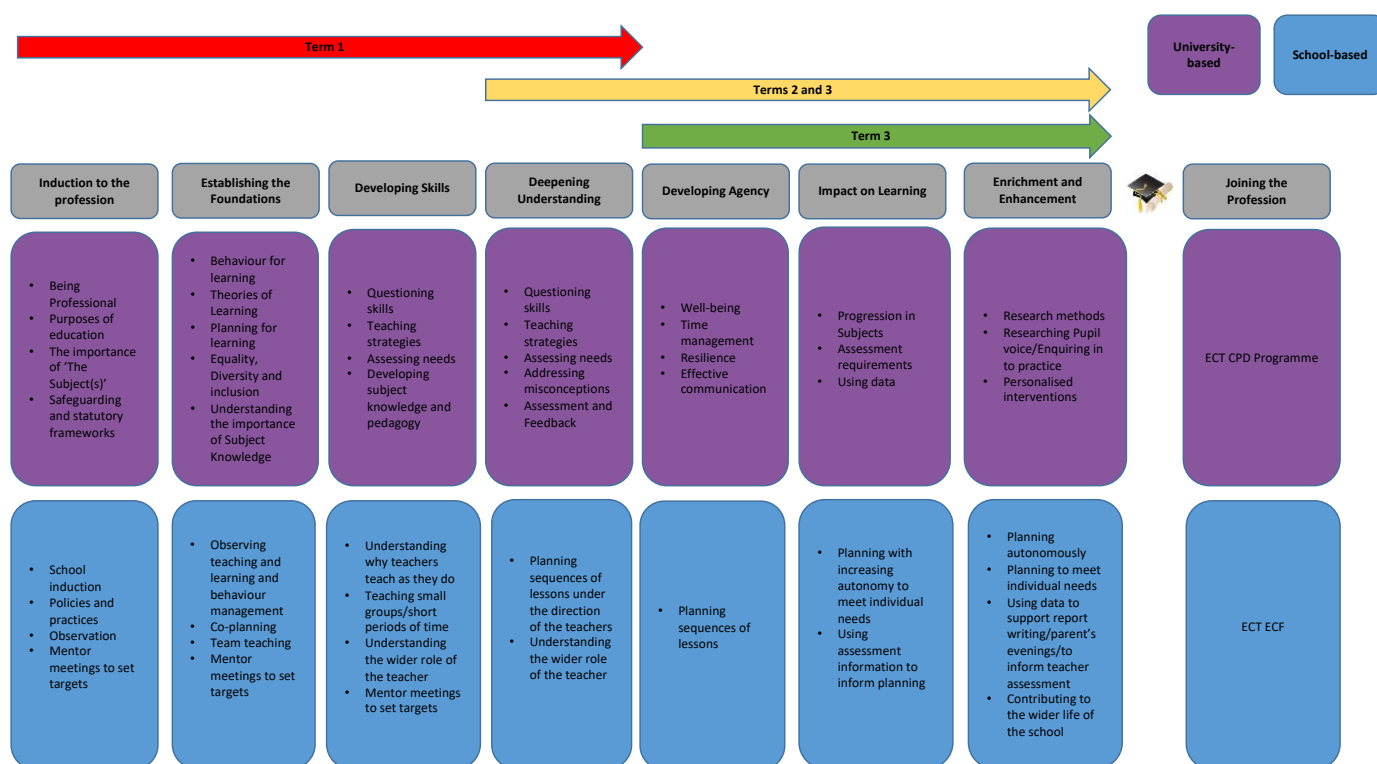
Secondary PGCE Modern Languages

Subject Mentor Handbook

The University of Manchester Initial Teacher Education (ITE) Partnership

The University of Manchester ITE partnership strives for excellence through its high expectations from recruitment, through training, and into employment. This echoes the purpose, vision and values of the University of Manchester as well as the vision, values and principles outlined by the Universities' Council for the Education of Teachers (UCET, 2020).

As a well-established provider of ITE, the University of Manchester recognises that teaching is a challenging, complex, intellectual and ethical endeavour, which is:

- underpinned by strong professional collaboration
- makes a positive, transformational contribution to communities
- makes a positive contribution to the development of more socially just and sustainable societies.

Term 1 → | Terms 2 and 3 → | Term 3 → | University-based | School-based

	Induction to the profession	Establishing the Foundations	Developing Skills	Deepening Understanding	Developing Agency	Impact on Learning	Enrichment and Enhancement	Joining the Profession
University-based	• Being Professional • Purposes of education • The importance of 'The Subject(s)' • Safeguarding and statutory frameworks	• Behaviour for learning • Theories of Learning • Planning for learning • Equality, Diversity and inclusion • Understanding the importance of Subject Knowledge	• Questioning skills • Teaching strategies • Assessing needs • Developing subject knowledge and pedagogy	• Questioning skills • Teaching strategies • Assessing needs • Addressing misconceptions • Assessment and Feedback	• Well-being • Time management • Resilience • Effective communication	• Progression in Subjects • Assessment requirements • Using data	• Research methods • Researching Pupil voice/Enquiring in to practice • Personalised interventions	ECT CPD Programme
School-based	• School induction • Policies and practices • Observation • Mentor meetings to set targets	• Observing teaching and learning and behaviour management • Co-planning • Team teaching • Mentor meetings to set targets	• Understanding why teachers teach as they do • Teaching small groups/short periods of time • Understanding the wider role of the teacher • Mentor meetings to set targets	• Planning sequences of lessons under the direction of the teachers • Understanding the wider role of the teacher	• Planning sequences of lessons	• Planning with increasing autonomy to meet individual needs • Using assessment information to inform planning	• Planning autonomously • Planning to meet individual needs • Using data to support report writing/parent's evenings/to inform teacher assessment • Contributing to the wider life of the school	ECT ECF

The University of Manchester ITE partnership is recognised as outstanding by Ofsted (2018) because excellent leadership in both phases leads to an extremely high-quality training experience for all trainees. Our carefully crafted training programme, coupled with high-quality mentoring in diverse placements, means that our trainees flourish and emerge as highly trained teachers who are sought after within partnership schools, the local region and beyond. Long-standing and trusting relationships are at the heart of our highly successful partnership, and the genuine collaboration that exists between the University and school-based colleagues contributes significantly to the outstanding nature of our provision. All partners embrace their vision of 'empowering future generations' and promoting social justice and inclusion.

The University of Manchester Secondary PGCE Curriculum and Programme

Our University of Manchester Secondary PGCE Curriculum has been carefully co-created with our wider school partnership to ensure that your trainee experiences the activities detailed in the ITE Core Content Framework (CCF) through University seminars and Education Professional Studies (EPS), their school-based placements, and academic work. We offer an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet your trainee's personal and professional needs, and encourages research and critical thinking whilst addressing local and national priorities and needs. Our curriculum builds on the substantial evidence base about teaching and teacher education, and draws on a body of knowledge embedded in ethical practice, providing your trainee with the opportunity to develop:

Knowledge of:	*Skills to:*
- Secondary and post-16 Curricula 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	- 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

Our programme encourages a lifelong commitment to the education profession, and pays careful attention to the factors that promote a healthy learning environment for teachers and learners, thereby producing:

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.

Education Professional Studies (EPS)

EPS is a tightly constructed course within the PGCE which addresses critical issues for all teachers including Child Safeguarding, Special Educational Needs and Disabilities, Relationships and Sex Education, and education and disadvantage, which link with sessions in schools. EPS is taught across subjects and is highly regarded by our trainees. and links with sessions in schools:

"The EPS sessions have been a tremendous help with my development as a teacher, as opposed to specifically a science teacher. The sessions on behaviour management in Pupil Referral Units, the importance of discussing issues surrounding diversity and equality, and the need for decent PSHE education helped me develop a view of a teacher's role in the lives of their students, rather than just their development as a young scientist, geographer, linguist, etc. This is especially important to my development as I see myself more as a teacher of young people rather than a teacher of science, so being aware of all these issues will aid in this development".

Assessment of Trainee Progress

Throughout the programme, your trainee will be assessed formatively in accordance with the University of Manchester curriculum through their Record of Achievement and Development (RoAD) and School Experience Folders (SEF). At the end of the PGCE programme, your trainee will be assessed against the Teachers' Standards.

The Record of Achievement and Development (RoAD)

The RoAD is the central record of your trainee's achievements and progress towards QTS, and is available on the Mentor Resource Site. The RoAD is electronic and should contain:

- Lesson observation notes for each lesson observed;
- Notes on meetings with you;
- University Tutor observation notes;
- An end-of-placement Progress Report from you;
- A completed Progress Matrix for each placement.

The School Experience Folders (SEF)

Your trainee will keep an electronic SEF for each placement and share it with both you and their University Tutor. Your trainee's SEF is a key assessment document used by University Tutors, External Examiners and Ofsted inspectors. It forms part of the evidence base for the achievement of the Teachers' Standards, and provides a record of everything your trainee does during their placements. As such, you should check that your trainee is keeping the online file up-to-date, and is obtaining the evidence required. Your trainee's SEF should contain:

- Their own Schemes of Work for one Key Stage 3 and one Key Stage 4 class (Placements 2 and 3);
- A lesson plan for each lesson taught together with associated resources;
- A lesson evaluation for each lesson taught;
- An assessment portfolio for each placement.
- Background information about the school or college;
- Copies of relevant departmental Schemes of Work;
- Copies of key policy documents;
- Background information about the department;
- Notes from school/college-based professional studies sessions;
- Details of pastoral responsibilities;
- Details of extracurricular activities.

The Teachers' Standards

The University of Manchester curriculum is designed to enable your trainee to develop the skills, knowledge and dispositions required to meet the Teachers' Standards with support from both you and their University Tutor.

Teachers' Standard (S1):	Teachers' Standard (S2):
'A teacher must set high expectations which inspire, motivate and challenge pupils'	*'A teacher must promote good progress and outcomes by pupils'*
The University of Manchester Modern Languages curriculum consistently supports trainees to be able to plan exciting lessons which use a range of activities that motivate pupils; to use a range of interesting and differentiated objectives that challenge all pupils to make progress; to model high expectations by being well planned, research the topic well and make sure the Modern Language being taught is pitched appropriately.	The University of Manchester Modern Languages curriculum consistently supports trainees to track the learning and progress being made by pupils, such as using a test and a mark book; marking pupils work for either homework or classwork, and giving feedback that celebrates successes and offers advice for pupils to improve their learning.

The Secondary PGCE Modern Languages Course

The Secondary PGCE Modern Languages course has been carefully structured to enable your trainee to engage with, and experience, the full richness of teaching Modern Languages. Within the broader aims of the Secondary PGCE programme, we are dedicated to developing their expertise and we believe passionately in the value and importance of Modern Languages, and the benefits of creative, motivating and engaging language lessons. In our seminars we encourage interaction, and good pedagogy is modelled by highly motivated University Lecturers/Tutors, who combine experience as outstanding teachers with academic knowledge of innovative, current and relevant educational research. Your trainee will engage in wider debates around education, to develop their understanding of education from sociological and political position, and your trainee will develop their understanding of:

- The importance of Modern Languages and the complexities of the subject as taught in schools;
- The importance of their own subject knowledge in high-quality teaching and learning;
- How young people make sense of language learning;
- How to plan, teach, assess and reflect on teaching and learning experiences;
- How to develop a range of pedagogical practices which are suited best for pupils' progression;
- The complexities in attainment variation across certain groups of young;
- Research-informed practice, theoretical underpinnings, and reflective and intellectual enquiry.

We have established partnerships with a wide variety of schools; comprehensive schools, grammar schools, special schools and sixth form colleges, allowing us to personalise their placement experiences to their individual training needs.

Core Area 1: High Expectations		
University of Manchester Curriculum Statements	**Practice Statements**	**Through our Secondary PGCE Modern Languages course, you will learn….**
As teachers, our own attitudes, values and behaviours affect the wellbeing, motivation and wider social engagement of young people. As teachers, we should Interrogate our own assumptions about young people whose life experience differs from ours. Positive pedagogical relationships help young people to grow. As teachers, we are key role models who can influence the attitudes, values and behaviours of our pupils. Having appropriately high expectations of pupils requires skill, effort and professional judgement, and is part of developing a positive classroom and school culture.	*Using intentional language that promotes challenge and aspiration.* *Creating a positive environment where making mistakes and learning from them is expected and accepted by everyone.* *Seeking opportunities to engage with parents and carers in the education of their children (e.g., proactively highlighting successes).* *Having and teaching clear behavioural expectations.* *Building pedagogical relationships based on mutual trust and respect.* *Applying rules, sanctions and rewards in line with school policy.* *Acknowledging and praising your pupils' effort.*	How and why your expectations affect your pupils' outcomes. How to communicate high expectations to your pupils both verbally and non-verbally. How to reward your pupils in lessons where a culture of positive reinforcement is used as a way of learning. How to motivate and engage all of your pupils through lesson planning, especially those who could become disengaged. Discuss with experienced colleagues what high expectations look like. Observe experienced teachers to see what high expectations look like.

Figure 1
An example of how the CCF has been interwoven into the Secondary PGCE Modern Languages course

University-based Roles and Responsibilities

The University of Manchester Secondary PGCE programme is committed to a reciprocal and collaborative partnership with schools, built upon clear systems and communication. We have clear expectations of our partners in terms of the school generally, School Mentors, and ITE co-ordinators to ensure your trainee receives a high-quality experience, the best support, training and outcomes, and is well prepared for the demands of the profession. Your trainee will need to follow direction from both you and their University Tutor to achieve their PGCE and recommendation for QTS at the end of the programme.

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 Subject Mentors
School Liaison Officer	• 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, University Tutors, Subject Mentors, and trainees to resolve any issues that may be a barrier to a trainee making successful progress
University 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, Subject Mentors, and trainees during school placements including documentation checks and meetings with Subject Mentors /trainees • Support trainees and/or Subject 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 the UoM Curriculum and the Teachers' Standards
Trainee (see details below)	• Meet the expectations outlined in the Secondary PGCE Programme Handbook and Secondary PGCE Modern Languages Handbook, in terms of professionalism, teaching and record keeping • To be responsive to feedback and open to mentoring, in order to improve their professional skills • Represent the university and the expectations of the course to a high standard

The Secondary PGCE Modern Languages University Lecturers/Tutors

The minimum expectation is that a University Tutor will arrange an online meeting with you and your trainee once a placement to discuss feedback on a lesson recently taught and progress more generally. The University Tutor will also provide feedback on your trainee's RoAD and School Experience Folder. We take pride in our support being consistently cited by our trainees and colleagues as one of the strongest aspects of the programme, and it is our aim to enable your trainee to become a confident, reflective and effective Early Career Teacher who inspires the next generation of lifelong language learners.

Joanne Taberner is the Secondary PGCE Modern Languages Subject Leader. She is a former Deputy Headteacher with seventeen years teaching experience in Lancashire, when she taught German, Spanish, French, Mathematics and English to classes from Key Stage 2 to Key Stage 5. Joanne also contributed to General Studies, Key Skills and Extended Professional Qualification programmes, and she has experience as Charities Co-ordinator, Head of Year, Assistant Head, and Designated Safeguarding Lead. Joanne's interests have focussed on developing pupils' personal learning and emotional resilience, and improving support for pupils with Special Educational Needs and Disabilities. Joanne has a long association with ITE at the University of Manchester, initially as Subject Mentor and latterly as Professional Mentor. Since moving into Higher Education, Joanne has led modules on 'German Communication Studies' and 'Teachers and the Law', has written an online training programme for Child Safeguarding, acted as an Admissions Tutor, and sat on various Academic Boards. Joanne has been awarded the

status of Fellow of the Higher Education Academy, which recognises outstanding learning and teaching, she is a member of the British Psychological Society (MBPSs), was awarded the Platt Prize for outstanding achievement on the MEd in Psychology of Education, and is studying for a PhD in Education.

Karen Roberts taught German and French at New Mills School and 6th Form Centre, where she was Head of Department. During this time, she was a teacher governor, examiner for the GCSE Edexcel German Speaking exam, Subject Mentor for the University of Manchester, and spent a year learning Spanish (and Welsh!) in South America. Karen has been PGCE Secondary Admissions Tutor and Chair of Examiners for the Secondary PGCE programme. She has worked closely with the School of Languages, Linguistics and Culture, delivering workshops for Key Stage 3 pupils from local schools. Karen's main research interests lie in the teaching of primary languages and transition from Key Stage 2 to Key Stage 3, looking at teachers' conceptualisations of language teaching. She has also been a research fellow with the Teacher Education Research Network, investigating identity issues in education. Additional experience includes being a member of the Association for Language Learning's (ALL) National German Language Committee, and Chair of the Manchester Branch of ALL, and organising professional development sessions for ALL members in the North West. She has been an External Examiner for the PGCE Modern Languages courses at the University of St Mark and St John, Plymouth and Oxford Brookes University.

Andy Rose joined the University of Manchester the team in 2019, having taught Modern Languages to learners aged seven to seventy. He brings with him a wealth of experience, spending nineteen years as Head of Modern Languages in a renowned secondary school in North-West England. Andy has assisted numerous colleagues on their way to senior positions in the world of education, while overseeing numerous changes to the Modern Languages curriculum during his tenure. Under his leadership, the department contributed to Sir Ron Dearing's Languages Review in 2007, and Andy himself was invited to mediate with Ofqual on the vexed issue of severe grading of Modern Languages at A Level. Whilst Head of Department, Andy had a state-of-the-art digitised language laboratory installed, which placed his school firmly at the forefront of information technology innovation. Furthermore, he was asked by a well-known CPD provider to deliver courses on how to lead a Modern Languages Department, and is still an Item Assessor for A-Level German for one of the big public examination boards. However, despite his wide array of experiences in the English education system, perhaps his most noteworthy career highlight is to be found near the very beginning, when he was appointed Headteacher at a prestigious preparatory school in Kenya… at the age of twenty-four. The trajectory of his career since then is open to debate!

The Role and Responsibilities of a Modern Languages Trainee

Your trainee is expected to:

- Arrive in good time and attend for the whole of each school/college day;
- Set a good example to their pupils through their personal presentation and professional conduct;
- Carry out tasks required by the Headteacher, Subject Mentor and University professionally;
- Respect confidentiality of both young people and colleagues, exercising tact at all times;
- Establish professional and effective relationships with colleagues, parents/carers, pupils;
- Plan and prepare good quality lessons and resources in advance, in liaison with you;
- Mark work promptly in accordance with school policy;
- Understand their pastoral responsibilities including the health and safety of their pupils, and dealing with bullying, safeguarding or equal opportunities issues as they arise;
- Become involved in the wider life of the school, attending staff meetings and school events by invitation, including parents' evenings and extracurricular activities when required;
- Maintain their RoAD in an up-to-date fashion, and establish and maintain a SEF for each placement;
- Listen to and act on constructive advice to the best of their ability;
- Take responsibility for their own professional development;
- Seek to further their experiences, respond to targets and evaluate their own performance honestly;
- Demonstrate, and collect evidence of, their progress by completing relevant sections of their RoAD;
- Return any resources or materials belonging to the school at the end of each placement;
- Be aware of the wider context of education and that learning takes place both in and out of school.

The Subject Mentor's Role and Responsibilities

We recognise that you are incredibly busy and really value your commitment in working with a trainee. As Subject Mentor, you will support and guide your trainee on a day-to-day basis, acting as a critical friend from their first teaching episode through to the end of their placement, whilst maintaining oversight of the pupils in your own and your colleagues' classes. As such, your role is one of the most important factors for your trainee having a positive school experience and becoming an effective and committed ECT.

Weekly Meeting

You should have a protected weekly meeting with your trainee that lasts approximately one hour, to allow quality time to focus on your trainee's individual development. The meeting should take place in confidence; the staffroom or during form time are not appropriate places if the discussion can be overheard. Experience shows that the mentoring process works best when the meeting has a structure that is set out or agreed at the outset, including discussion of feedback, reviewing previous targets, and target-setting for the next week. Otherwise, it is easy to fill the time focussing on the detail of teaching particular classes or even individual students without considering the 'bigger picture'. Your trainee's Progress Matrix (in the RoAD) can usefully form the basis of discussions to help you and your trainee to co-construct targets for development. An important question your trainee 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?" During the first weekly meeting of Placements 2 and 3, time should be devoted to reviewing your trainee's RoAD, previous placement experiences, and Progress Report targets. You will also need to give particular support in areas where your trainee may be at risk of not meeting any of the Teachers' Standards at the end of Placement 3. The RoAD contains a section, 'Record of weekly Subject Mentor/trainee meetings', where the main aspects of the weekly meeting are noted. Your trainee should complete this during the meeting and you should sign it off. Your trainee may also seek support with University assignments, assessed tasks and weekly tasks, which form the basis of discussion during University seminars. You may need to help them to talk to colleagues such as the SENCO or Designated Safeguarding Lead, as part of their work for the University's Independent Study Packs (ISPs).

Core Area 2: Subject and Curriculum Knowledge				
University of Manchester Curriculum Statements	**Practice Statements** *Relevant features of your practice*	**Action Planning** *Specify areas to focus on during the placement*	**Relevant experience** *Briefly note challenges faced, problems addressed, and progress achieved*	**Reflection** *Summarise the progress you have made during this placement*
Teachers' subject knowledge is vital for effective planning and teaching. Curriculum knowledge depends on, but is not limited to, subject knowledge. Building pupils' confidence with foundational concepts and knowledge is highly productive. Anticipating common misconceptions can facilitate well-planned lessons. Knowledge and skills often need to be explicitly taught, to support pupils' learning. Supporting pupils to think critically requires them to have familiarity with foundational concepts and knowledge, as well as there being a facilitative classroom environment.	Identifying essential concepts, knowledge, skills and principles of the subject. Providing opportunities for your pupils to learn essential concepts, knowledge, skills and principles of the subject, without fear of making mistakes. Accumulating a collection of analogies, examples, explanations and demonstrations. Using resources and materials aligned with the school curriculum. Being aware of common misconceptions. Drawing explicit links between new content and the core concepts in your subject. Providing tasks that support pupils to learn key ideas securely.			

Figure 2
Core Area 2 of the Progress Matrix – Subject and Curriculum Knowledge

Planning

Although your trainee needs to develop important skills of resource creation, we don't expect them to create everything from scratch. There is a balance to be struck between ensuring that your trainee meets the teaching aims and objectives of the school/college's Schemes of Work, and allowing them to try out their own ideas and plans (with support if necessary), and teach topics in ways that may not be those usually adopted in your department. We ask you to allow them to access departmental resources, support them in evaluating resources already created, and allow them to adapt where appropriate for their particular classes.

Lesson plans

Your trainee must produce a clear, comprehensive lesson plan for each lesson taught using the Modern Languages lesson plan template for the specific placement. Particularly in the early days, and at the start of Placement 2, your trainee will need support with planning to ensure that the plans are sensibly pitched, with appropriate timings, and supported by effective learning resources. It is essential that your trainee scripts their Target Language on their lesson plan, though expectations for planning may be reduced in Placement 3 unless this is a target for development. Your trainee will benefit enormously from feedback on lesson plans, and this might constitute the focus of discussion at your weekly meetings. **Please check that each lesson plan and PowerPoint is submitted to the class teacher 48 hours in advance of each lesson (working days only), to allow time for feedback to be given and acted upon.** Seeing draft lesson plans in advance allows you to check them for appropriateness of content and Target Language accuracy, and encourages your trainee to get into the habit of planning in advance. Many trainees, even those with outstanding potential, can easily fall into the trap of planning lessons the night before, a habit which they cannot sustain as their timetable increases. If your trainee experiences difficulty with planning, it is a good idea to arrange for them to give you outline lesson plans a week in advance, such as on Monday mornings. Expectations for planning may be reduced in Placement 3 unless this is a target for development.

Lesson evaluations

During Placements 1 and 2, your trainee **must** complete an evaluation of every lesson taught within a day of teaching it. Their evaluation should be of substance and should show evidence of reflection; whilst one-word comments such as 'none' or 'everything' should be discouraged, your trainee is not obliged to write in full sentences, and note form will suffice. It is good practice to comment on your trainee's evaluation having watched the next lesson, to see if they have acted upon their reflections and ideas for improvement. During Placement 3, your trainee will be able to complete an evaluation for every lesson taught or weekly class evaluations, so they can reflect more deeply on critical incidents or changes they have attempted.

Schemes of Work

During the first two weeks of Placements 2 and 3, your trainee is required to create **one** Scheme of Work **per Key Stage** taught (maximum of 2 Key Stages), to evidence medium-term planning. In order to fully engage with the process, your trainee will be asked to review and evaluate their Schemes of Work as they progress through their placement.

Teaching

Whilst there are no legal issues with your trainee taking classes alone, as they will have met our safeguarding and compliance checks, you need to be satisfied that your trainee is competent and confident in being left unsupervised, and the class teacher must be available to be called upon if needed. Policies and practices should be very clear to a trainee who is working unsupervised, for example your trainee should know how to deal with an emergency (e.g., a child being sick, classroom behaviour becoming problematic, a fire alarm), and how to access support in such instances. **Your trainee should not be treated as a supply teacher.**

Team teaching

It is advisable for your trainee to begin their placement by team teaching with you or the class teacher. Trainees learn a great deal about good teaching from team teaching, and it allows your trainee to build their confidence while giving you an insight into their strengths and areas for development, and how best to target your support. This is particularly important in Placements 1 and 2 when your trainee is new to the school/college.

Use of ICT in teaching

ICT has a high profile in all ITE courses, and your trainee will need the opportunity to use ICT both within their teaching and to support their professional work. There is a minimum requirement for your trainee to teach at least one formally observed lesson in an ICT suite, but ideally your trainee will exceed this minimum and have the opportunity to use a wide range of ICTs to support their teaching. You will need to facilitate this use of ICT by enabling your trainee to teach in rooms where ICT equipment available, and arranging for training to be provided on how to use your school/college's interactive whiteboards and software. Where possible your trainee should have access to an Internet connected computer for their personal use, to allow them access to email and the internet so that they can keep in contact with their colleagues and the University Tutor, and access information and resources.

Marking and assessment

Please guide your trainee on the school/college's Assessment Policy and ensure they are assessing their pupils and marking pupils' work regularly and in line with departmental policy, to discourage a backlog at the end of the placement, and be. Ideally, your trainee should be involved with examination and other statutory assessment exercises, such as moderation and writing reports, but if this is not possible, please try to discuss the assessment procedures and allow them to see examples of past assessed work.

Assessment Portfolio

Your trainee will be asked to produce an Assessment Portfolio for each placement, which includes evidence of formative feedback, marking using the department's policy, qualitative comments, and reflection on pupil progress. Evidence could include examples of writing, listening or reading tasks and video/sound files, and more details are provided in a separate document.

Lesson observations

During the early stages of the Placement 1, it is expected that most of your trainee's lessons will be observed, either by you, the class teacher or the Professional Mentor. Please ensure that your trainee is observed teaching several times each week throughout each placement, as the notes that arise provide a focus for discussion of your trainee's development as a teacher. Whilst it is anticipated that your trainee will be teaching at least some classes unobserved by the end of Placement 2, it is appreciated that some trainees will need the support of another adult in the classroom and that some schools/colleges operate policies which insist on the presence of a member of staff at all times. At least one lesson each week must be observed formally by you and recorded on the university's Lesson Observation Report, which can be downloaded electronically from our Mentor Resource Site. The Lesson Observation Report focuses on the areas that trainees need to meet to achieve Qualified Teacher Status and lists in the margin some of the key aspects for focus during the lesson. Trainees benefit enormously from constructive feedback, so please give as much written feedback as you can. Your notes don't need to be strictly chronological, however it is sometimes helpful to make a note of the time a new activity is introduced to give the trainee an idea of the pace of the lesson. You may also wish to annotate the trainee's lesson plan. Please finalise your Lesson Observation Report and give it to your trainee as soon as possible after the feedback session, as well as retaining a copy for yourself, as the information recorded will be useful in informing your end-of-placement Progress Report.

Giving feedback

Immediate feedback, however brief, after the lesson is always appreciated and may reduce your trainee's anxiety. As we are encouraging our trainees to become reflective practitioners, it is good practice to invite them to articulate their own feelings about the lesson, before you contribute your own thoughts. The feedback might, therefore, begin with a question like *"What were you happy with in the lesson?"* and go on to *"Did you achieve your aims, and what evidence do you have?", "How do you know that your pupils made progress?"* and then *"What would you change if you taught the lesson again?"*. Most trainee teachers are embarking on a very steep learning curve and might, therefore, make what you consider to be very basic mistakes in their teaching. Highlighting such mistakes should not dominate your post-observation feedback, as trainee teachers' confidence suffers badly when they are subjected to what they perceive to be exclusively negative comments or when minor

errors are a constant focus. Many trainees are highly critical of themselves, and for some it may also be the first time they have received negative comments about their performance, either in an academic or a work setting. Whilst it will be important to consider what your trainee can do to improve weaker aspects of their teaching, please ensure your feedback is constructive, highlight positive aspects of the lesson, and praise strong aspects of your trainee's teaching. Comments such as, 'You should have…' and 'I would have….' are less helpful. You may find these questions helpful to focus your lesson observation and your feedback to the trainee:

Did your trainee:

- Enable pupils to achieve the lesson objectives and outcomes?
- Enable pupils to learn something new?
- Enable pupils to use a range of skills i.e., reading, listening, speaking, writing?
- Demonstrate good subject knowledge e.g., use key terms correctly, address misconceptions?
- Model activities and give clear instructions using success criteria?
- Support pupils of different attainment levels? Provide enough support and challenge?
- Support pupils in committing content to long-term memory and not overloading working memory?
- Check pupils' learning and progress regularly? Address any gaps in knowledge?
- Create a supportive and encouraging environment? Use rewards to encourage engagement and learning?
- Build on their pupils' prior knowledge?
- Provide appropriate, interesting and engaging activities which enabled all pupils to make progress?
- Enable all pupils to participate actively in the lesson? Provide opportunities for paired and group work?
- Prepare pupils for the next lesson?

Target-setting

The target-setting areas on the Lesson Observation Report and in the 'Record of weekly Mentor/trainee meetings' support you in co-constructing tightly focussed and achievable targets together with your trainee. The process of target-setting is fundamental to the training process; to promote self-efficacy it is essential that your trainee has the opportunity to reflect on their progress towards their weekly targets. Please ensure your trainee is working on three targets at most at any given time, and they have constructive advice and support in working towards and achieving their targets. Time will need to be set aside in the weekly meeting to review targets, and if the University Tutor sets targets, you will also need to monitor your trainee's progress towards these.

Progress Reports

At the end of the placement, you will complete an electronic Progress Report, commenting on your trainee's achievements and areas for development in each of the four areas (Subject and curriculum knowledge; Planning and teaching; Assessment; Wider professional responsibilities). The Progress Report template can be downloaded from the [Mentor Resource Site](), and you will receive an electronic copy you towards the end of the placement. Please ensure that your Progress Report is completed and discussed with your trainee during the final week of the placement, as much of its value will be lost if it completed later. Please address the Progress Report to your trainee (e.g. use phrases such as, "*You have developed a good working relationship with all members of the department…*"). In order to support both your trainee and the Subject Mentor in the next placement (or induction year), please be as detailed, honest and constructive as possible, indicating any areas for development and doubts you may have, as well as strengths of their practice. Please give three crucial targets for the next placement, relating to work they have done during the placement rather than things which they have not experienced. For example, please avoid targets like *"Have experience of Key Stage 4/5 teaching"*, which could be written within the body of the report. To support your trainee and the next Subject Mentor/ECT Induction Tutor, please make the targets as specific as possible, suggesting strategies that will allow the trainee to meet the targets e.g., rather than *"Behaviour"*, please write *"Use sanctions and rewards policies more consistently in order to support effective behaviour management"*. It is perfectly acceptable to make a personal comment, such as *"We look forward to having you back in Placement 3"*.

School-based Placements

During the Secondary PGCE programme, your trainee will gain experience of teaching and learning across the Key Stages. They will start with their **Primary School Practice (PSP)**, observing Key Stage 2 and completing an assignment. During their **main placement** (Terms 1 and 3) and their **contrasting placement** (Term 2), your trainee will experience teaching a range of Key Stage 3, Key Stage 4 and possibly Key Stage 5 classes. Their second placement is intended, as far as is practicable, to provide a contrasting experience to that of their main placement. Towards the end of the PGCE programme, your trainee will complete a **transition placement**, spending four days in their employing school.

Trainee Timetable and Hours of Teaching

Please be aware that in respect of the requirement for trainees to teach across the Key Stages, your trainee is required to teach the age range as opposed to the Key Stage. Therefore, having Year 9 on a trainee's timetable does not cover the requirement to teach Key Stage 4 in schools where the Key Stage 4 curriculum is now being taught in Year 9. There should be provision for your trainee to observe lessons throughout the placement, both within ML and in other curriculum areas, to allow your trainee to focus on their emerging targets/areas for development. If your trainee is on the 11 to 18 tracks, they will need to evidence a minimum of 6 hours' A-level planning, teaching and assessment across their placements. If your trainee wishes to teach a lesson in another subject (e.g., History, Music), please try to facilitate this.

Main Placement (Term 1)

Your trainee will teach 6 to 8 hours per week by the end of the placement, including one lesson as a Teaching Assistant and group work. There should be a gradual introduction to their full teaching timetable as follows, and your trainee should start with some team teaching:

Induction Phase
Observe classes and teach one or two starter activities/parts of lessons, before moving on to teach one or two lessons

Week 1: Preliminary teaching
Teach 2 to 4 hours, including some team teaching

Week 2: Preliminary teaching
Teach 4 to 6 hours, including some team teaching

Week 3: Continued school experience
Teach 6 to 8 hours, depending on trainee progress

Week 4: Continued school experience
Teach full timetable (maximum 8 hours)

Contrasting Placement (Term 2)

Your trainee will teach 10 to 12 hours per week by the end of the placement, including experience of teaching PSCHE and, where possible, working with pupils who have been diagnosed with SEND or pupils for whom English is an additional language. During the induction phase, your trainee should observe the classes they will be working with, and plan and discuss Schemes of Work with you and class teachers. Some extra preparation time may be required for Years 10 to 13, as your trainee(s) may have had little or no involvement with these Key Stages previously. Your trainee should have a gradual introduction to their full teaching timetable as follows:

Induction Phase
Observe classes and create Schemes of Work (one for KS3 and one for KS4). Possibly teach one or two starter activities

Week 1: Preliminary teaching
Teach 4 to 6 hours, including some team teaching

Week 2: Preliminary teaching
Teach 8 to 12 hours, depending on trainee progress

Week 3: Continued school experience
Teach full timetable (maximum 12 hours)

Main Placement (Term 3)

Your trainee will teach 12 to 14 hours per week by the end of the placement. Teaching-related activities, such as compiling a database of resources for the department/supporting small KS4/5 groups, are also regarded as teaching and may be included in the 14 hours' requirement. Up to two of the hours could also be working outside the subject area, e.g., teaching PSCHE, working with the SEND department. Even though most trainees are returning to their Placement 1 school/college or staying on at their Placement 2 school/college, trainees still need a period of induction in order to observe classes they will be teaching and to plan and discuss Schemes of Work with you and class teachers. We recommend that the trainee observes all the classes they will be teaching at least once. Again, your trainee should have a gradual introduction to their full teaching timetable as follows:

Week 1: Induction phase and Preliminary teaching
Observe new classes and create Schemes of Work (one for KS3 and one for KS4).
Teach classes already taught during Placement 1 as appropriate

Week 2: Preliminary teaching
Teach 4 to 8 hours, depending on trainee progress

Week 3: Continued school experience
Teach 12 to 14 hours, depending on trainee progress

Week 4: Continued school experience
Teach full timetable (maximum 14 hours)

Absence Procedure

If your trainee is absent during a school placement, they must email both you and their University Tutor, and complete the absence survey on Blackboard. Your trainee must set cover work if they are well enough do so. When your trainee is ready to return, they should contact you to discuss when they can resume teaching and what to teach. Please keep a record of your trainee's absences and any late arrivals. If your trainee is late or absent for inadequate reason, or too frequently, please inform their University Tutor as a matter of urgency. At a minimum, absence or lateness may provide early warning of a trainee who is in difficulties. At worst, a trainee with a poor record of attendance with more than 5 days' absence across the three placements (excluding interview and University days) will need to undertake additional teaching.

Early warnings

During Week 2 of the placement, you will receive a short 'Interim trainee evaluation' survey, which will alert University Tutors to any problems and/or the possibility of a trainee failing one or more of the school/college-based elements of the course. If you are concerned about any aspect of your trainee's progress, please speak with your trainee and contact one of the Subject Tutors immediately so that timely intervention can be put in place to alleviate the immediate stress, as well as helping your trainee to address the issues where appropriate. Additional support can be offered through our Widening Access and Participation Project (WAPP) if appropriate. The WAPP scheme entails a designated member of the support team visiting a trainee on placement and using coaching strategies to help your trainee to reflect on their working targets and strengths. This provides additional opportunity for professional dialogue with an experienced tutor and teacher who is not involved with the direct training and aims to help your trainee to challenge their own assumptions and perceptions. Problems of all kinds are minimised if they are diagnosed and tackled early.

Concerns around trainee professionalism

Although rare, a trainee may act in way that is considered of a serious nature and go against professional expectations. This should be communicated quickly to your schools' Professional Mentor and your trainee's University Tutor. Failure to meet professional and personal standards, and extreme absences will trigger a concern and possibly a warning letter. We work hard with you to prevent trainees from receiving multiple warning letters, which would result in your trainee failing or being dismissed from the course.