

Primary PGCE



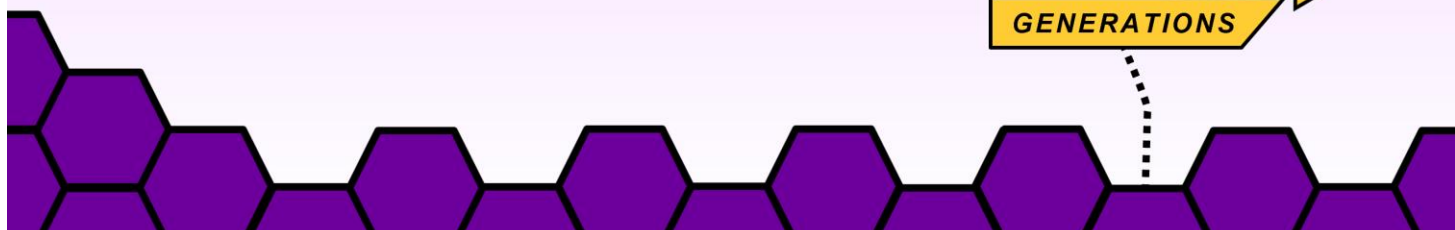
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School Direct partnership handbook

2021-22



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Manchester Institute of Education

Foreword and welcome to School Direct Partners and Schools

Welcome to the School Direct Initial Teacher Education Programme, in partnership with the University of Manchester. As the world of education continually develops and evolves, we aim to provide a curriculum that supports, empowers and inspires our future teachers to do the same. This has been particularly true during the challenges of the last 18 months with a global pandemic disrupting our everyday routines and ways of working. By working in partnership with you and your alliance schools to deliver our ITE curriculum and ensure a hands-on training experience, underpinned by a firm understanding of the pedagogy and theory for effective teaching and learning, we will continue to produce well prepared Early Career Teachers (ECTs). This handbook aims to help key SD personnel to understand the roles and responsibilities within the School Direct Programme, so our trainees get the best opportunities to achieve their potential as they take their first steps into the teaching profession.

“The mentors in my life, inspired me to fulfill my highest potential.”
— [Lailah Gifty Akita](#)

I look forward to working in partnership with you all.



SD Primary Lead

University of Manchester **School Direct - Statement of values**

The Manchester Institute of Education (MIE) is seeking to support and align schools' involvement with alternative routes into teaching, such as School Direct, with 'professional learning' where learning is interlaced with work and is used to achieve continual improvement at individual, workplace and organisational levels. This aims to meet our overall MIE PGCE vision:

‘Empowering future generations’

Of utmost importance for the University is the maintenance of quality assurance and enhancement (QAE) and the University's role in respect of regulation, development and innovation of School Direct. Mindful of the key principles underpinning our QAE (accountability, professional autonomy and trust), careful consideration will be given to achieving and maintaining quality provision without undermining the trust and professional autonomy of those we are in School Direct partnership with. School Direct partners are committing to designing and providing approximately 30% of the ITE taught curriculum, linked to the requirements of the Initial Teacher Education Core Curriculum Framework (CCF), within their alliance schools as well as the curriculum through school placements. The university will support and monitor this to ensure that trainees have opportunities to fulfill their potential and are well prepared to design and teach the primary curriculum at the beginning of their career.

School Direct Primary – Key University Contacts

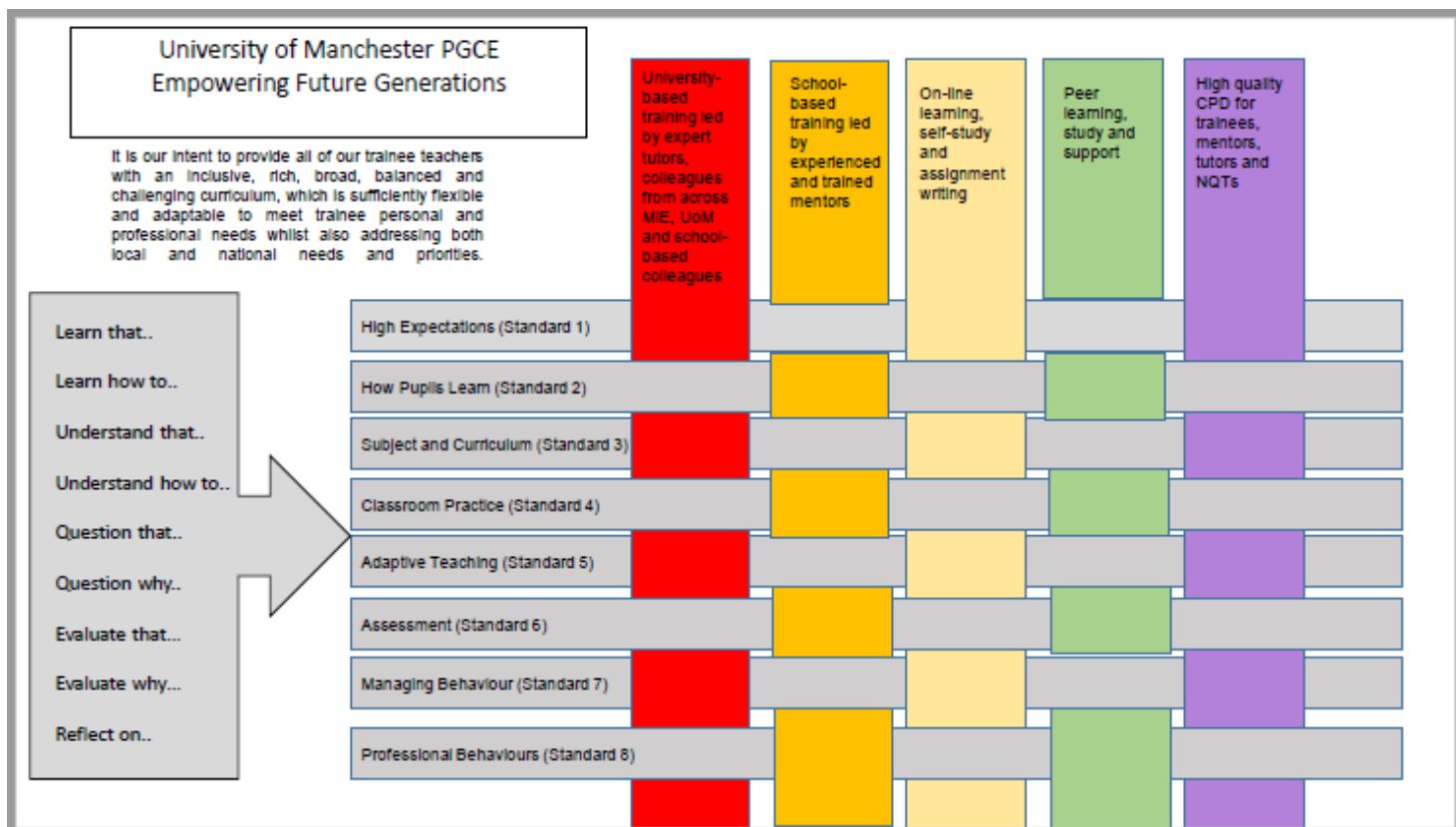
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Covid-19

As we try to settle back into some sort of normality again, we acknowledge that there may be changes and further challenges that we may have to respond to across the academic year in response to Covid-19. Following many adaptations last year, we have reflected on these and have taken feedback from schools, alliances, mentors and former trainees. This has allowed us to retain what has worked well and make further improvements to our University Partnership ITT curriculum (our curriculum), programme and expectations of our school experiences, whilst maintaining high expectations and outcomes for our trainees.

We remain highly committed to continue working to support our valued school partners in these changing times, it remains essential that our trainee teachers receive high quality education and training, mentoring and learning experiences in schools, as part of their curriculum. This will help ensure that they have sufficiently met the Teachers' Standards by the end of the programme and will enter the teaching profession with competent skills in, and understanding of, teaching and learning. The diagram below and this handbook outlines how we propose school experiences will contribute to our excellent initial teacher training curriculum for our trainees in readiness for a successful teaching career.



Our curriculum

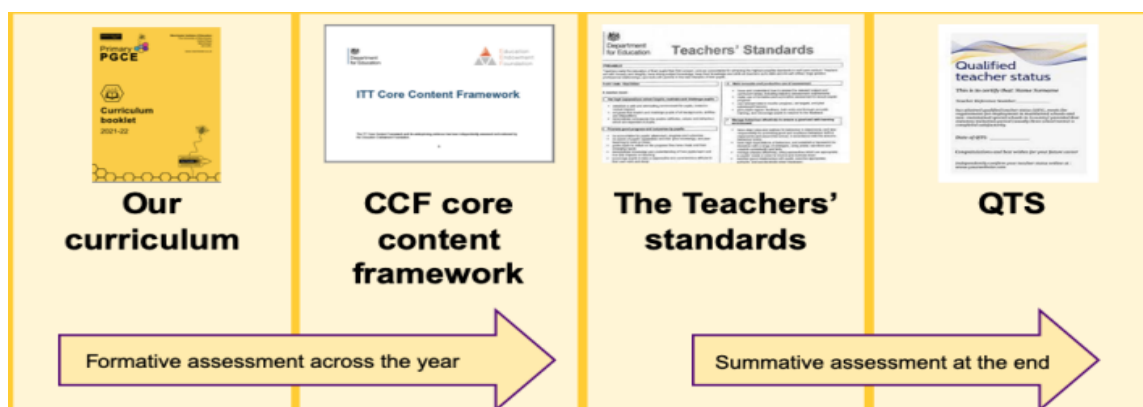
The ITT Core Curriculum Framework (CCF)

The ITT Core Content Framework (CCF) was published by the Department for Education in 2019. It defines in detail the minimum entitlement of all trainee teachers. The vision is for a teacher training and development system in which the CCF and the Early Career Framework (ECF) establish an entitlement to a 3 or more-year structured package of support for future generations of teachers. The ITT Core Content Framework, as with the ECF, has been designed to support trainee development in 5 core areas – **behaviour management, pedagogy, curriculum, assessment and professional behaviours**. We have named and expanded these core areas, which are known as our ‘5 strands’. Having these strands will help our trainees and mentors focus on specific areas of their professional development across the programme and to aid their transition to Early Career Teachers.

Our University of Manchester Partnership ITT curriculum

“The ITT Core Content Framework does not set out the full ITT curriculum for trainee teachers... it remains for individual providers to design curricula appropriate for the subject, phase and age range that the trainees will be teaching... Providers should ensure their curricula encompass the full entitlement described in the ITT Core Content Framework, as well as integrating additional analysis and critique of theory, research and expert practice as they deem appropriate.” (CCF, pg. 4)

Our primary PGCE curriculum sits at the centre of the programme and informs all aspects of our trainees’ experiences. It is coherently planned and sequenced with the intent of ensuring all our trainees have the knowledge, understanding and skills to be highly effective teachers who impact on the life chances and development of the pupils they teach. This includes teaching pedagogical content knowledge for effective modelling and scaffolding learning, adapting teaching, assessing progress and ensuring strong learning relationships are maintained. Our curriculum is research evidence based and so trainees will be required to engage with and critique research and theory throughout taught sessions, academic assignments and practical placements.



Our curriculum is designed to be ambitious and challenging, whilst also celebrating and supporting the diverse range of urban school settings that we partner within Greater Manchester and beyond. Our commitment to social responsibility and social justice is a strong theme that runs throughout our curriculum.

The CCF content and principles has helped shape the design and delivery of aspects of our ITT curriculum to ensure our trainees are highly-skilled Early Career Teachers (ECT) and that they meet the Teachers' Standards by the end of the programme. We use 5 strands as our basis for development areas for feedback and target setting. These align to the CCF areas and map on to the eight CCF standards, which in turn map on to the Teachers' Standards, which are used to summatively assess the trainees at the end of the programme (see diagram on the next page for the links).

As our School Direct partners, you are committing to provide a quality training experience in a range of agreed primary curriculum subject areas and professional studies topics. You provide an essential part of the trainee journey towards gaining QTS and becoming an ECT. Your alliance-led sessions support trainees in their learning towards applying, gaining feedback and deepening their understanding, through practical application, whilst on school experience placements within your alliance schools.

Teaching practice in your alliance partner schools is connected and sequenced directly with our curriculum. This includes regular school experiences to allow trainees opportunities to apply the CCF and taught course aspects (*'Learn that...'*) in practical application in school settings (*'Learn how to...'*), whilst also being further trained by our school expert mentors. These experiences will develop trainee knowledge, skills and understanding of theory and learning within classrooms. You, as our partners, collaborate closely with our partnership schools to ensure that trainees are supported and challenged to develop into highly reflective practitioners. You also commit to ensure that the trainees work with a variety of experienced teachers across a range of school experience placements as part of our rich ITT curriculum.

We train and support you and our school mentors to ensure that there is a shared understanding of and commitment to providing a high-quality level of support and contribution to our curriculum and trainee development. Our mentor training is aligned to enhance and support our curriculum and our tutor team are available to support alliance leads, trainees and school mentors where necessary.

Our ITT curriculum continues to evolve in response to the ever-changing educational landscape and is driven by our University of Manchester ITT programme vision: "***Empowering future generations***"

Primary PGCE Assessment

By the end of the programme, all trainees are required to meet the Teachers' Standards in order to complete the programme and be recommended for the award of QTS. During the programme, there are several ways in which progress towards meeting the summative assessment requirements are monitored. Our five formative assessment strands (A-E) and vocabulary which link to our summative assessment (Teachers' Standard 1-8), used at the end of the programme:

Core are of CCF	Alignment with section of CCF	Alignment with Teachers' standards
A. Behaviour management	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
B. Pedagogy	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
C. Curriculum	S3 curriculum	S3 Demonstrate good subject and curriculum knowledge
D. Assessment	S6 assessment	S6 Make accurate and productive use of assessment
E. Professional behaviours	S8 professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal conduct

EVIDENCE THAT WILL CONTRIBUTE TOWARDS THE FINAL SUMMATIVE ASSESSMENT

Trainee Portfolio	<p>Evidence includes:</p> <p>Trainee completes weekly school experience log of teaching, wider school involvement and expert mentor support, including setting clear targets to support their professional development.</p> <p>Trainee and mentor highlight the 'Professional development formative framework' during interim and final review points - 3 reviews per long block (see section below for more detail).</p> <p>Trainee engages in regular professional discussions with their university tutor/alliance lead, to understand their progress, strengths and target areas using the Trainee Portfolio as a starting point for coaching, mentoring and teaching.</p>	<p>Alliance lead monitor and discuss with trainee during online meetings and training days</p>
Professional development formative framework grid (Trainee Portfolio)	<p>Trainees and mentors hold regular professional discussion and highlight the learning based in the formative framework including:</p> <ul style="list-style-type: none"> -Where the trainee is achieving statements within each of the 5 strands, -Where gaps in knowledge, experience or understanding are found the expert mentor will facilitate and support these being developed through education and training -The expert mentor will provide formative feedback about how the trainee can improve their practice and make progress towards the next stage. This will include target setting by mentor and UT - The mentor/alliance lead will raise any concerns about the trainee and their progress during their school based education and training and agree actions/support to prevent them being at risk of not meeting the Teachers' Standards by the end of the programme. 	<p>Mentors' and alliance leads assessments and assessment decisions are guided by the Professional Development Formative Framework (see handbook)</p> <p>Trainees submit completed Trainee Portfolio at the end of the programme.</p>
Regular mentor feedback and support	<p>Mentors meet with the trainee each week to discuss a specific lesson observation and to summarise, verbally and in writing, general progress since the previous week (see placement handbook App D).</p> <p>The mentor will also complete the 2 interim review points and the final review summary, in Block 1 and 2, to summarise trainee</p>	<p>Mentor provides regular feedback (oral and/or written) and support</p>

	<p>progress, strengths and next steps. This will indicate if the trainee is on track to meet the placement expectations. (see placement handbook App F and App G)</p> <p>Feedback from mentors may include:</p> <ul style="list-style-type: none"> file and Trainee Portfolio checks regular support and feedback about lesson planning trainee engagement with the wider role of a teacher provide opportunities to discuss lessons taught by the trainee, to show strengths and target areas discuss how previous targets have been addressed and pupil progress generally in trainee lessons. review of targets and new targets set as a result of monitoring use of the 'Professional development formative framework' to outline trainee progress and next steps a log of any cause for concerns and agreed actions identified to address these promptly 	
<p>Alliance lead monitoring</p> <p>(Core trainees – 3 contact points with UT per long placement. SD trainees – 2 contacts with alliance lead (this may be online and/or face-to-face))</p>	<p>A alliance lead will:</p> <ul style="list-style-type: none"> check the completion of the Trainee Portfolio moderate targets and ensure that progress, feedback and formative assessment is on track provide bespoke support to the trainee and/or mentor, as required, to ensure that the Teachers' Standards will be met by the end of the programme review of targets and new targets set to maximise progress, as a result of monitoring log of any cause for concerns and agreed actions or create a support plan, if required, to address these 	<p>SD trainees – the nominated alliance lead/QA visitor completes these forms (at least one visit)</p>
<p>External and internal moderation (External examiners, buddy visits and QA processes)</p>	<p>A robust QA programme ensures consistency of expectations and support across our University Partnership ITT Curriculum (our curriculum). Internal moderation ensures that trainees have consistency of expectations, support and feedback in order to allow trainees to progress towards the end of programme assessment requirements.</p> <p>External moderation allows feedback across all aspects of our ITT curriculum, including assignment feedback, provision in school experience placements and across our taught course aspects. This ensures that trainees have the best opportunities to make good progress and meet the end of programme assessment requirements.</p>	<p>Internal QA processes provide staff and trainee feedback to impact on clarity of their own learning and progress towards completing the ITT curriculum and meeting the end of programme assessment requirements</p>
<p>End of programme summative judgement</p>	<p>Summary and evaluation of the progress, as outlined by the activities above, to reach a final outcome at the end of the programme.</p> <p>School Direct alliance lead to consider if the trainee has sufficiently evidenced each of the Teachers' Standards by the end of the programme. All assessments are subject to ratification at the final exam board.</p>	<p>Trainees submit completed Trainee Portfolio at the end of the programme.</p> <p>Alliance lead and mentor Exam board ratification</p>

Covid-19 guidance

Our trainees have received guidance in regards to the professional responsibility to keep themselves, their placement school, staff and pupils safe. Trainees will be regularly be advised to refer to any Public Health England and any local and national government guidance and rulings in relation to Covid-19.

The tutor team will respond to any national changes, as well as supporting specific trainees or school issues as required. Trainee will have access to general University of Manchester support and guidance at all points of the programme.

School partners are asked to fully brief and keep trainees updated with any school policy and protocols around Covid-19 and keeping safe, so trainees can support their school appropriately.

For Covid-19 guidance and advice please refer to the university coronavirus webpages: <https://www.manchester.ac.uk/coronavirus/> and the government's coronavirus website: <https://www.gov.uk/coronavirus>

Ways of working 2021-22

We aim to return to our usual format for school placements this year (see some model examples below). Each alliance lead is asked to take responsibility for organising each of the four placements for their trainees. This should include contrasting schools and a contrasting key stage for each of the two longer block placements. Shorter block placements should facilitate and support the trainee to complete the specific focus of the block and to support a deeper knowledge and understanding of the focus area. Alliances should give trainees as much notice as possible of the settings that they will be placed in, so they have an opportunity to research the school prior to a placement starting.

The desired outcome for our school experiences and curriculum is that a trainee sufficiently meets all of the Teacher Standards by the end of the programme. The selected placement schools should provide relevant support and mentoring to help make this possible.

	MAIN SCHOOL EXPERIENCE MODEL EXAMPLE 1	MAIN SCHOOL EXPERIENCE MODEL EXAMPLE 2	MAIN SCHOOL EXPERIENCE MODEL EXAMPLE 3
11.10.21– 12.01.22	SE Block 1 school experience in a key stage	SE Block 1 school experience in a key stage	SE Block 1 school experience in a key stage
31.01.22- 04.02.22	Short block A – Inclusion focus and/or working on professional development areas	Short block A – Inclusion focus and/or working on professional development areas	Short block A – Inclusion focus and/or working on professional development areas
28.02.22- 11.03.22	Short block B – EYFS and Early reading and/or working on professional development areas	Short block B – EYFS and Early reading and/or working on professional development areas	Short block B – EYFS and Early reading and/or working on professional development areas
21.03.22- 23.06.22	SE Block 2 school experience in the opposite key stage to Block 1 *	SE Block 2 school experience in the opposite key stage to Block 1 *	SE Block 2 school experience in the opposite key stage to Block 1 *

KEY: School 1 School 2 School 3

Please note:

We would only utilise models used in the last academic year should further Covid-19 issues have an impact on school experience placements during the year. We will respond to any significant changes in line with national guidance.

Induction and safeguarding expectations

For each new school setting, trainees should be provided with the following information, to allow them to fully support the policies and principles of the setting and ensure the safeguarding of both pupils and themselves. This is also in line with the requirements of the 'Keeping Children Safe in Schools' (2021) document and our SD Partnership Agreement. It is essential that a trainee is made aware of all Covid-19 related protocols and expectations within each school setting, in order to keep the trainee, staff and pupils safe.

Day 1 (school requirements)

- ① Provide the trainee with a copy of the school Covid-19 risk assessment and clearly outline any Covid-19 related protocols within the school e.g. how the school is maintaining social distancing, cleaning/hygiene systems, timetabling changes, staff expectations and ongoing safety and any planned response or policy for a class or school outbreak.
- ① Provide the trainee with the name of the designated safeguarding officer and an overview of their role.
- ① Provide an outline of procedures that the trainee should follow if a safeguarding issue arose during their time in school.
- ① Provide an outline of procedures for fire/evacuation procedures.
- ① Provide copies of, or access to, other relevant school policies e.g. safeguarding policy, staff code of conduct, behaviour policy, marking policy.
- ① Outline key procedures that the trainee should know e.g. Covid-19 related systems, break/lunch times, security door access and fob use, pupil entrance/exit points.

Week 1 (school requirements)

- ① Ensure the trainee understands school systems such as playground rotas, the use of the photocopier, location of resources, communal space timetables and any other routines.
- ① Ensure the trainee is introduced to or know who other staff members are, particularly those with key responsibilities e.g. SENDCo, safeguarding lead, Maths/English coordinators.
- ① Share any curriculum and long-term and/or medium-term planning for the relevant class and period of time that the trainee will be working with them.
- ① Share any key dates/events that will be of relevance for the trainee during their time working in school e.g. school based/remote working rotas, staffing rotas,

**Timetable and dates
Placement expectations
Alliance led training content**

2021-2022

Primary SD timetable and session outlines – Autumn Term 2021-22

		University led	Alliance led	Placement		
Week	w/b	Mon	Tues	Weds	Thurs	Fri
-2	30.08.21					
-1	06.09.21 Induction week	10-11.30 Course introduction lecture 11.30-1.30 lunch / Interim tasks 1.30-3pm Professionalism and TS part 2	10-11.30 TS part 1 and Trainee Portfolio 12.30-1 Wellbeing 2-3.30 Intro to BB and the library	10-11.30 PS overview, Safeguarding Pm tutorials (welcome, clusters, TS parts 1&2, trainee portfolio)	Intro to EMS	10-11 EDUC assignment overview 12-1 Getting organised for your PGCE 2-3 Unions, subject associations
0	13.09.21	PS lecture		Science	EMS	PS SD online learning/indep study
1	20.09.21		English		EMS	ISD/EDUC units
2	27.09.21	PS lecture (online)	Maths		EMS	ISD/EDUC units
3	04.10.21	PS lecture (online) Tutorial	EMS		EMS	Placement prep session EDUC sessions - data
4	11.10.21	School Experience Block 1 starts	Orientation week: ISBL tasks / Assignment A tasks	Optional alliance led day or SE Block 1		
5	18.11.21	SE1	SE1	Optional alliance led day or SE Block 1	SE1	SE1
SE Block 1 breaks on Friday 17 th December initially (wks 6-13)						
16	03.01.22	Bank hol	Continue first placement			

			or enrichment activities in SE1 setting			
17	10.01.22				PS+ tutorials SD as core	14th Jan Inclusion conference: ONLINE
18	17.01.22	PS rotation	English	PS rotation	EMS carousel	EDUC assignments? OR ISD
19	24.01.22		Maths + spec		EMS carousel	EDUC or ISD
20	31.01.22	Inclusion focus placement (collect info for alliance presentations)				
21	07.02.22 placement?	PS SD tutorial		Science	EMS carousel	ISD / PS online
22	14.02.22	SD – presentations in alliances	Maths + spec		EMS carousel	ISD/ PS online
23	21.02.22	ISD	ISD	ISD	ISD	ISD
24	28.02.22	EYFS: Early reading, early maths and EYFS placement Assignment B submission deadline (Inclusive educational practice)				
25	07.03.22					Mentor training 1.30 – 3.00pm
26	14.03.22	PS + tutorials	English	PS	EMS	Trainee meets mentor online or in school

27	21.03.22	SE Block 2 Assignment B feedback due		Optional alliance led day or placement day		
SE Block 2 goes on until Thursday 23rd June (holidays to be taken in line with school)						
40	20.06.22					24th June Final day in uni

School experience blocks – guidance on expectations

Below is an outline of the school experience dates and the focus area for each.

Dates	Title	Desired experiences
11.10.21 – school Christmas Holidays	School Experience Block 1	Working with a mentor and designated class in either KS1 or KS2 to gain feedback, practice and build up the trainee understanding of our curriculum and the teaching, learning and assessment cycle
31.01.22 – 04.02.22	Short Block A – Inclusion and SEND	Focus on inclusive and SEND support and focused task completion and/or opportunities to address professional targets from Block 1.
28.02.22 – 11.03.22	Short Block B – EYFS (Early reading and mathematics)	EYFS experiences and focused task completion and/or opportunities to address professional targets from Block 1.
21.03.22 – 23.06.22	School Experience Block 2	Working with a mentor and designated class in a contrasting setting and the opposite KS to Block 1. Building confidence, knowledge and application of the curriculum and develop a competent understanding of assessment. .

Written assignments

This year we have moved to 3 longer academic assignments, rather than 4 as in previous years. Trainees will submit each assignment to the university via Turnitin. Each assignment can contribute to the award of 20 Masters credits, if graded at the minimum 'Masters' standard (50% and above). All assignments must be completed and passed in order to complete the PGCE course. These assignments are anonymously marked and moderated by university staff. Briefings, guidance and support for each assignment will be provided in university sessions and through the online learning support units on Blackboard. NB: All assignment grades are subject to final ratification at exam board in July.

For any concerns/queries about assignments please contact Lise Hopwood (see contacts section for details)

Assignment		Briefing	Submission	Hand back
Assignment A	EDUC 66900 Developing Practitioner Enquiry	Fri 10 th Sept 2021	Mon 1st Nov 2021 1pm	Mon 22nd Nov 2021
Markers' moderation meeting		<i>Tues 2nd Nov</i>		

Assignment B	EDUC 66800 Inclusive Educational Practice	Fri 21 st Jan 2022	Mon 28th Feb 2022 1pm	Mon 21 st Mar 2022
Markers' moderation meeting		<i>Tues 1st Mar</i>		

Assignment C	EDUC 66700 Learning, Teaching and Assessment	Weds 16 th Mar 2022	Mon 16th May 2022 1pm	Weds 8 th June 2022
Markers' moderation meeting		<i>Weds 18th May</i>		

Alliance lead role

**Alliance roles, responsibilities and
monitoring**

Timeline of activity

School Direct Alliance Led Training - 2021-2022

When signing the partnership agreement with The University of Manchester, it is agreed that the alliance will deliver some of our curriculum within their alliance. All SD trainees will attend English, Maths and Science sessions at the university, along with some professional studies subjects. The list below outlines the content that alliances agree to deliver training on to the trainees by the end of the programme.

Alliance-led content

- Induction (this should be robust and set the tone for the whole course)

To include:

- an introduction to alliance school partners;
- alliance led training and experiences programme overview;
- sharing key alliance/school policies and ethos;
- expectations of communication and working habits – online, email, attending alliance training, independent work;
- Update on Covid-19 ways of working – what will this mean for them when they attend schools for training, placement etc. Expectations?
- school/alliance specific safeguarding procedures (including trainee, pupils, e-safety, social media, PREVENT, keeping children safe documents);
- professional behaviours and expectations of trainees e.g reporting absence, dress code, working in different school settings (Part Two, Teacher Standards)
- professionalism – an introduction to the Teachers' Standards and alliance expectations

PRIORITY AREAS:

Foundations subjects (SD trainees will not get any input from the university team on these aspects of the curriculum)

- Art and Design
- Design and Technology
- Music
- Geography
- History
- Religious Education
- P.E (games, dance, gymnastics)
- Modern Languages
- Computing

Professional Studies topics:

- Safeguarding
 - E-safety
 - Child protection – overview of teachers' statutory duties including PREVENT
 - Child protection – daily classroom roles and duties, risk assessments and school policies
- Establishing effective classroom and learning environments
- Effective planning and curriculum design – long term, medium term and short term content and design.
- S.E.N – Code of Practice and key documents (IEPs, EHCP, Referrals and Review processes)

- Child development, including speech, language and communication
- Mental health in Primary Schools (practical and daily strategies/policy), loss and recovery in respect of Covid-19 return to school/supporting pupils and families
- Being an EAL teacher
- Using outdoor learning environments/forest schools
- Working with parents/adults/TAs – relationships and management
- Transitions
 - EYFS-KS1 (How EYFS data informs Year 1. Transition to the N.C, supporting LA)
 - KS1-KS2 (How do KS1 SATs impact upon Year 3 provision?)
 - KS2-KS3 (What information do schools share? What transition work is done?)

Other important dates and information for alliance leads

School Direct board meetings (online)

Our School Direct programme works well because of the two way communication and reciprocal partnership that we have with you as our school partners. Our School Direct board meetings are a termly opportunity for us to come together and share ITE updates, trainee attainment, good practice and future planning. One representative from each alliance is expected to be present at the SD board meetings. Meetings will include a cross-phase primary and secondary section, followed by a primary specific meeting. Planned online meetings this year are:

Date	Time
20.10.21	10.00am - 12.30pm
01.02.22	10.00am - 12.30pm
17.05.22	9.00am – 3.30pm *
	<i>* Planning day for 2022-2023</i>

NB: Due to Covid-19 and the changes that may be required at short notice, there may be additional online SD primary lead meetings arranged during the year to help keep partners fully informed.

SCHOOL DIRECT – Who does what?

Roles and responsibilities

It is essential that we collaborate to support our SD trainees to achieve the best standards in readiness for their teaching career. Here is an overview of who should be doing what within our partnership.

KEY: <i>U – University staff/tutor responsibility</i> <i>A – Alliance responsibility</i>	Responsibility
Pre-course joining instructions	U
Introduction and expectations of the Trainee Portfolio	U
Introduction to UoM 'Blackboard' intranet facility	U
Taught course curriculum	
Maths	U
Science	U
English	U
Modern Languages	A
Humanities	A
PE	A
Music	A
Art	A
DT	A
Computing	A
Educational professional studies (PS)	
Professional studies taught course sessions	U
Alliance-led agreed professional studies sessions	A
Preparation for school experience Block 1 and 2	U
Preparation for short block placements	U
Educational professional studies: Cross phase inclusion conference (Jan 2022)	U
Planning, monitoring and feedback of alliance led training days	A
Monitoring of Trainee Portfolio	A and U
School Experience Placements	

Placing trainees in schools, in contrasting key stages, for SE block 1 and block 2	A
Placing trainees in schools to support the focus areas of short blocks A and B	A
Providing mentor training for SE block 1 and 2	U
Providing pastoral support for trainees and mentors during school placements	A
Monitoring and providing QA/support visits during SE block 1 and 2	A
Monitoring overall progress and maintaining contact with the school and mentor during school experience placements	A
Monitoring and providing feedback on the completion of the Trainee Portfolio during school experience placements	A
Quality assuring the support, mentoring and guidance being provided on school experience placements	U
Setting action plans and providing bespoke support for trainee experiencing difficulties or lack of progress	A
Implementing the UoM cause for concern and warning letter system for continued lack of progress or a professional behaviour concerns	U

The SD Alliance Lead - roles, responsibilities and key actions

(please see subsequent pages for more details of specific expectations)

This is meant as a guide for SD leads, to ensure that the planning and organization of the academic year and agreed experiences is of a high quality and impacts positively on trainee progress and curriculum experience.

Term	Key roles
Summer 2021	<ul style="list-style-type: none"> • Liaise with school partners and begin to establish areas of strength and potential alliance training that they may offer • Create a first draft timetable of proposed delivery of school-led elements agreed • Contact SD trainees and arrange 'keeping warm' event and arrangements for first alliance led day. • Begin to secure teaching placement school (SE Block 1)
Summer holidays	<ul style="list-style-type: none"> • Send trainees any induction and relevant information prior to the course starting • Firm up the alliance led timetable – send to university SD lead and trainees • Plan induction day for SD trainees
Autumn	<ul style="list-style-type: none"> • Submit the 'overview of placements' document information to university SD lead • Submit overview timetable of alliance led training to university SD lead • Submit overviews of any alliance-led training delivered in autumn term to university SD lead • Attend the SD board meeting • Implement alliance QA of the autumn term alliance led training • Monitor and provide feedback on Trainee Portfolios • Arrange moderation/support visits for trainees within SE 1 • Firm up alliance-led training arrangements for Spring term • Arrange short block placements
Spring	<ul style="list-style-type: none"> • Update and submit the 'overview of placements' information to university SD lead • Submit overviews of spring term alliance-led training day plans to university SD lead • To attend the SD board meeting • Organise a 1 week 'enrichment' placements for any trainees with 2 week Whit holidays • QA alliance led training • Monitor and feedback on Trainee Portfolio • Firm up alliance-led training arrangements for summer term.
Summer	<ul style="list-style-type: none"> • Submit remaining overviews of alliance-led training plans to university SD lead • To attend the SD board and planning meeting • Monitor and feedback on Trainee Portfolio • Ensure all elements of school-led training agreement have been delivered • Arrange moderation/support visits for trainees within SE Block 2

SD ALLIANCE LEAD – ROLES AND RESPONSIBILITIES - PLACEMENTS

In addition to arranging school placements and arranging and monitoring the alliance led training sessions, as outlined in previous sections, a SD lead is also responsible for the following elements:

1. Monitor the Trainee Portfolio (TP)

The Trainee Portfolio (TP) is a document for core and SD trainees to complete across the PGCE programme. Trainees are required log engagement with their curriculum and learning opportunities across all aspects of their ITE curriculum, including the taught course, assignments and school placements. It allows trainees to demonstrate their learning journey and their progress towards meeting the Teachers' Standards by the end of the course.

All trainees will have an online TP, which they should share with the SD alliance lead and their school mentors. Trainees are responsible for ensuring that the TP is up to date and they will receive guidance from the university. However, alliance leads should monitor the TP regularly, to ensure that requirements are met. If insufficient evidence is in the portfolio then this would have to be reviewed by staff at the university. Any concerns should be referred to the university SD lead.

Trainee Portfolio contents:

SECTION 1

BEGINNING MY PGCE YEAR

1.1 | Trainee Initial Development Plan

SECTION 2

COURSE ATTENDANCE AND ASSIGNMENT LOGS

2.1 | Attendance Log Overview (All Trainees)

2.2 | Additional Attendance Log Overview for SD Alliance-led days

2.3 | PGCE Written Assignments Log

SECTION 3

SCHOOL EXPERIENCE: ONGOING PROFESSIONAL DEVELOPMENT

3.1 | Curriculum Subjects Log

SECTION 4

SCHOOL EXPERIENCE: BLOCK 1

4.1 | Trainee Overview of Curriculum Learning

4.2 | Trainee Requirements Checklist

4.3 | Trainee Weekly Logs

4.4 | Interim Review Meetings (week 4 and week 6)

4.5 | Professional Development Formative Framework

4.6 | Post-Block 1 Action Plan

SECTION 5

SCHOOL EXPERIENCE: SHORT BLOCKS A AND B

5.1 | Trainee Requirements Checklist

5.2 | SHORT BLOCK A: Trainee Weekly Log

5.3 | SHORT BLOCK B: Trainee Weekly Logs

SECTION 6

SCHOOL EXPERIENCE: BLOCK 2

6.1 | Trainee Overview of Curriculum Learning

6.2 | Trainee Requirements Checklist

6.3 | Trainee Weekly Logs

6.4 | Interim Review Meetings (week 3 & week 6)

6.5 | Professional Development Formative Framework

SECTION 7

END OF PROGRAMME: SUMMATIVE ASSESSMENT

7.1 | The Teachers' Standards (2012)

7.2 | End of Programme Summative Assessment

SD alliance leads should regularly monitor this document, both during taught course periods and during school experience placements. Any concerns about the quality of this record should be raised promptly with the trainee. Notes and feedback from the alliance lead should be noted and dated during any monitoring and feedback, so trainees can act upon advice or targets.

Key aspects of the Trainee Portfolio to check during each main placement:

- Section 3.1 – curriculum subject log
- Section 4.3 (SE1) or 6.3 (SE2) – weekly logs
- Section 4.4 (SE1) or 6.4 (SE2) – interim review meeting logs
- Section 4.5 (SE1) or 4.5 (SE2) – professional development formative framework

2. Teaching Placements – QA, moderation and support visits

During both long placements blocks, school experience block 1 and block 2, it is expected that the SD alliance lead, or other nominated senior leader, will arrange **at least** one QA observation, moderation and support visit per trainee, ideally around the mid-point of the placement.

There should also be one other pastoral visit or check in e.g. zoom meeting, after school meeting during each long block, to ensure that the trainee continues to be on track and making expected progress. During the longer QA visit the SD lead/nominated observer should complete the following elements in order to support both the trainee in making progress and to moderate the guidance, targets and support being offered by the mentor:

A QA visit should include:

- A thorough check of the Trainee Portfolio – comments to be left to guide/feedback
- Checks that the mentor is providing mentoring, feedback and support each week and is:
 - is providing written feedback that is timely and useful
 - is setting clear and achievable targets that are reviewed during the next observation
 - has non-contact time with the trainee in order to support them with planning and preparation
- Complete a joint lesson observation with the mentor, to support moderation and QA of the targets being set and feedback being given
- Notes and outcomes of the meeting created and shared with the trainee (using the UoM format provided)
- Moderation of lesson feedback and observations with the mentor (moderation and effective target setting)
- Discussion of trainee progress so far on the placement with the mentor, including any concerns
- Checking of the Professional Development Formative Framework (see Trainee Portfolio) to ensure that the trainee is on track and making progress against the statements for each strand
- Provide helpful feedback and support for the trainee (Focus areas - lesson observed and wider professional development)

Should a trainee be experiencing difficulties or if a mentor has expressed concern about the progress or professional conduct of a trainee then it would be expected that the SD alliance lead may do additional visits to those outlined above. This may include setting a trainee action plan, monitoring progress and responding to needs as they arise. The SD alliance lead would liaise with the university SD lead if the cause for concern continued and warranted the use of the university cause for concern and warning system.

3. Checking and monitoring placement files and professional tasks

It would be expected that during a placement visit the alliance lead would monitor and provide feedback on the trainee planning files. This is to support trainee understanding of the planning process and to ensure that trainees are developing their ability to plan, deliver and assess quality lessons. Alliance leads should also check that trainees are making progress with their professional development tasks, through conversations with the trainee and checking their record of activity within their placement file. * Please note that trainees can choose whether to have a hard copy of a placement file or an electronic version, but both must be made available to the alliance lead and school mentor for feedback and monitoring when requested.

If you have any concerns about the quality or content of any trainee files or tasks then please refer it to the university SD lead.

Alliance led training

- documentation and support

Reminder - What should be submitted to the University by the SD lead?

- A calendar/overview outlining when the date that each alliance led training content will be delivered
- A planning form (**Form 1 or similar**) for each alliance led day/session – to be completed by the session lead
- The SD placements overview sheet (**Form 2**) outlining where each trainee will be placed for all major/minor placements, to show diversity of key stage and school setting

School Direct Alliance Led Training - 2021-2022

When signing the partnership agreement with The University of Manchester, it is agreed that the alliance will deliver some of our curriculum within their alliance. All SD trainees will attend English, Maths and Science sessions at the university, along with some professional studies subjects. The list below outlines the content that alliances agree to deliver training on to the trainees by the end of the programme. Any additional subject areas, opportunities and training provided by the alliance will help enrich and enhance the trainee's curriculum, but the expectation is that all of these subjects will be delivered by the end of the programme as a minimum entitlement.

What needs to be submitted to the university?

A basic timetable should be sent by the alliance lead to the university SD lead to show when your alliance intend to deliver each of the elements outlined. Any updated versions should be regularly sent also.

Following this, a more detailed session overview should be submitted to the university SD lead, to give a more detailed overview of what was covered in the session (**use Form 1**). This will be retained for QA and monitoring purposes. An agreed proforma for this follows this overview.

Alliance-led content

- Induction (this should be robust and set the tone for the whole course)

To include:

- an introduction to alliance school partners;
- alliance led training and experiences programme overview;
- sharing key alliance/school policies and ethos;
- expectations of communication and working habits – online, email, attending alliance training, independent work;
- Update on Covid-19 ways of working – what will this mean for them when they attend schools for training, placement etc. Expectations?
- school/alliance specific safeguarding procedures (including trainee, pupils, e-safety, social media, PREVENT, keeping children safe documents);
- professional behaviours and expectations of trainees e.g reporting absence, dress code, working in different school settings (Part Two, Teacher Standards)
- professionalism – an introduction to the Teachers' Standards and alliance expectations

PRIORITY AREAS:

Foundations subjects (SD trainees will not get any input from the university team on these aspects of the curriculum)

- Art and Design
- Design and Technology
- Music
- Geography
- History
- Religious Education
- P.E (games, dance, gymnastics)
- Modern Languages
- Computing

Professional Studies topics:

- Safeguarding

- E-safety
- Child protection – overview of teachers’ statutory duties including PREVENT
- Child protection – daily classroom roles and duties, risk assessments and school policies
- Establishing effective classroom and learning environments
- Effective planning and curriculum design – long term, medium term and short term content and design.
- S.E.N – Code of Practice and key documents (IEPs, EHCP, Referrals and Review processes)
- Child development, including speech, language and communication
- Mental health in Primary Schools (practical and daily strategies/policy), loss and recovery in respect of Covid-19 return to school/supporting pupils and families
- Being an EAL teacher
- Using outdoor learning environments/forest schools
- Working with parents/adults/TAs – relationships and management
- Transitions
 - EYFS-KS1 (How EYFS data informs Year 1. Transition to the N.C, supporting LA)
 - KS1-KS2 (How do KS1 SATs impact upon Year 3 provision?)
 - KS2-KS3 (What information do schools share? What transition work is done?)

DELIVERING A QUALITY ITT CURRICULUM SESSION (guidance)

(to be distributed to all personnel involved in providing SD training, to support the planning process)

Prior to/when planning the session, consider:

- The needs and stage of learning of the trainees at that point in the programme.
- What the trainees know already or have experiences of in the focus area of the training- email a survey/ask?
- Any pre-reading, articles or papers that you could set the trainees (case study, article, book chapter, journal).
- Trainee self-assessment of confidence and subject knowledge
- Establish clear session aims/success criteria that support the agreed alliance-led course content.
- Ensure all resources are well prepared and where relevant can be taken away by trainees.

During the taught session, consider:

- Share the aims/success criteria with trainees. Be explicit, so trainees know what they can expect from the session/day.
- You do not need to 'lead from the front' like a lecture. Chunk up the day and organise different session elements – actively involving trainees too! Make it fun and engaging, like you would for a class of pupils!
- An exciting and engaging 'hook' or starter for trainees – encourage trainees to get involved.
- Plan a clear balance of theory, subject and background knowledge, mixed with a range of practical and hands on application. Too much of one element alone may not lead to rounded understanding of the subject.
- The use of film clips, technology and practical trainee application of technology is useful.
- Share case studies and your experience to put new ideas/theory into context for trainees.
- Make explicit links to broader professional studies element e.g "This is also a good behaviour management strategy." "We are now looking at....."
- Make links to current curriculum and/or subject developments.
- Make clear National Curriculum links and exposure. Support trainees in seeing the links and build their knowledge of N.C expectations.
- Involve children in your training. Let trainees 'see' what you are referring to or plan and have a go themselves with a group/class of children in order to reinforce their own learning. Give them a chance to see their learning in action.

Methods of delivery (application) during a day may include:

- Focused lesson observations in different/several classes (specific focus identified and referred to afterwards – shared/paired discussion, coaching sessions)
- Practical session to demonstrate/learn skills
- Reflective enquiry walk through the school/tour of school
- Trainee paired/group work or mini teach
- Independent study and/or learning focus time
- Book scrutiny and looking at planning
- Small group work – trainer led, trainee observe, group discussion.
- Small group work – trainee plan, lead and evaluate.
- Group discussions – scenarios, case studies, sub knowledge focus/presentations, follow up to observations

At the end of the session/day consider:

- Opportunities to reflect and consider their emerging needs (What would you use with your class? What do you need to do next?)
- Coaching sessions may be useful at the end of a day – summarise and conclude next steps.
- Trainee session evaluation linking to the aims/S.C set. E.g. What was useful? Even better if..., Next steps...
- Something physical to take away – a resource, group generated ideas, something linked to the focus that they can use in future.
- Post reading references and suggestions.
- Food for thought – leave the session with a problem, question or next step for trainees to think about.
- Link to trainee's reflective journal – what are their next steps and gaps now?
- Self-assessment – re-assess own confidence and knowledge from initial audit.

For further information about the expectations of the DfE ITT Core Content Framework (CCF) see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework.pdf

Alliance led training session overview

For each discrete alliance-led session there should be an overview to outline the key elements covered and to make links to the areas of the CCF and our 5 strands that were covered. The alliance lead should collate and keep these and send copies to the university SD lead also. Alliances should utilize a range of evaluations and monitoring to ensure that the quality and impact of sessions on trainee learning is of a high standard e.g. session evaluations (see QA section)

Form 1

Session date:	Session focus:	Session lead/location:			
Overview of session content	•				
Training should support trainees to	<ol style="list-style-type: none"> 1. Develop a sound subject knowledge relating to the session focus area (CCF 3) 2. Develop an understanding of effective lesson design and lesson implementation in the subject area (CCF4) 3. Understand strategies and approaches to differentiation to support the diverse needs of learner (CCF5) 4. Know how progression of the subject supports effective assessment of pupil progress (CCF 6) 				
Coverage of CCF core areas (please highlight those relevant/covered in your session)	Behaviour management (S1 and S7)	Pedagogy (S2, S4 and S5)	Curriculum (S3)	Assessment (S6)	Professional behaviours (S8)

FORM 2

The University of Manchester ITE Partnership
School Direct Alliance Placement Overview 2021-22

The information required for SE Block 1 would also be required for the contrasting SE block 2 placement. Please ask the university SD lead for the spreadsheet link.

XXXXXX Alliance - School Experience Placement overview 2021-22							
Trainee Name	SCHOOL EXPERIENCE BLOCK 1 School and address	Year group and mentor name	Mentor email	School Head/ITT lead/admin email	Did mentor attend training?	Short Block A - school and postcode	Short Block B - school and postcode

Quality Assurance

In working in partnership with The University of Manchester, each School Direct alliance will be expected to collaborate and be subject to some quality assurance (QA) processes to ensure quality, rigor and compliance in line with the UoM course and our ITT curriculum requirements. The following QA processes also form part of the overview of the SD programme.

QA area	Purpose	Frequency/what this may involve	Impact / outcome
QA of alliance led training	To ensure that trainee are being provided with the training agreed by alliances by signing the partnership agreement	Mid-point trainee evaluation of alliance training UL analysis of alliance led training timetable/coverage and feedback to alliance leads to strengthen provision Some QA visits to be arranged between the alliance and UL during alliance led training sessions. Report shared with the alliance to outline strengths and any recommendations (Appendix C) ** NB this will be dependent on Covid-19 restrictions	Working in a collaborative partnership to continually review and improve the quality and content of the curriculum offered to our trainees, so it is influenced by evidence-based research and current practice.
QA of trainee placements	To ensure that trainees are getting access to the support and mentoring that is expected of a UoM partner school	At least one online trainee per alliance will receive a QA visit per placement. Any areas of concern will be raised with the alliance lead by the UL. The form completed will be similar to that of the alliance lead form (Appendix A)	Trainees are making progress in line with expectations and are on track to meet the Teachers' Standards by the end of the programme. Adjustments to alliance support ensures the highest standards are maintained and SD trainee outcomes are good
QA of recruitment processes within SD alliances	To ensure that UoM recruitment requirements and compliance is adhered to	Recruitment and selection handbook and input from admissions during a SD board meeting for all alliance leads in Autumn term 1 QA visit per recruitment cycle, per alliance Written report shared with alliance lead. Support given where needed, particularly for new SD alliances. (Appendix D)	SD alliance recruit to target numbers in line with UoM recruitment and selection policy. SD perform as well as core trainees due to the rigour and quality of the recruitment process

Supporting our SD partners

Communication between the University and SD partners is a crucial part in the successful outcomes of the programmes for our trainees and partners. Where needed, bespoke support will be offered to alliances, in

order for the quality of the SD provision to be maintained and continually reflected upon. New alliances will be supported to ensure they are clear about the expectations of the partnership.

The SD programme evolves in response to both trainee and partner feedback, current legislation and our own quality assurance processes. These changes are shared through regular email communication, SD primary lead board meetings and collaborative SD planning days with partners.

Alliance QA, monitoring and moderation

Alliances are encouraged to establish their own moderation and QA processes, to ensure the quality of their alliance led training (curriculum) and school mentor support (placements) that trainees receive is of a consistent and good standard. This may include trainee evaluation, observation of alliance led training sessions and should include the visits outlined in earlier sections whilst trainees attend school experience placements. This process and approach should be shared within the alliance SD partnership agreement established with school partners. The organisation and format of the QA and monitoring is left to the discretion of each alliance although there is an expectation that all trainees will receive one support/moderation visit from a representative for the alliance per placement and that **Appendix A** will be completed and shared with the trainee as a minimum. The university SD lead will ask about the processes that each alliance has in place to support continual assessment, reflection and improvement to the alliance led input to the curriculum.

Internal and external university moderation

Internal moderation

As previously mentioned, trainees may be visited (online) by an additional university tutor as part of the internal quality assurance process in respect of the moderation of school experience. They may also be visited by a widening access and participation (WAPP) coach if, either, the trainee requests this support or the university tutor suggests that they are eligible and may benefit from this support.

External moderation and examination

The university external examiners will visit a sample of trainees chosen to be representative of the range of grades awarded and geographical representation. This process is to gain feedback about the quality, rigour and consistency of our course. The assessment of individual trainees, as agreed by the internal examiners, cannot be changed as the result of a single lesson observation by an external examiner. All trainees and schools involved in external moderation will be contacted prior to any visit and SD alliance leads are asked to support this process where needed. A SD focus group will also form part of our external examiner moderation process. This may involve one representative from each alliance, selected at random.

All of our trainees may be subject to a visit or being part of a focus group if we are involved in an Ofsted ITE inspection. The SD lead will endeavour to notify schools and trainees as far in advance as possible if this is the case and support will be offered to all parties involved in the process.

Placement and Assignment grade - ratification

All assessments and grades achieved both on teaching placements and in written assignments are provisional and are subject to moderation and ratification at the end of the programme by the exam board. The university exam board have the final say on all course outcomes, based upon the profile of the trainee across the programme.

GDPR

Dealing with trainee difficulties and issues

GDPR and sharing information - policy and procedures*

*Please also refer to the SD partnership agreement for further details relating to these areas

The introduction of GDPR in May 2018 means we are subject to the systems, standards and data protection procedures outlined. School Direct leads should make sure that all partners in the alliance are clear about protocols and systems in terms of communication and sharing of information in relation to the SD trainees. *Please note that personal email addresses and personal information should not be shared without a clear purpose.* Trainees will all have a University of Manchester email address that should be used as a the official vehicle for communication during the academic year.

Please refer to you own school policy for data protection and the data protection principles set out in the UK for further information and GDPR guidance: <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Sharing information about trainees

Information around trainee attainment, personal data and health/wellbeing is a highly sensitive issue. Sharing of any of this sort of information should be limited and only done when necessary. ***It is key that trainee permission to share information with a third party is sought at all times*** and that information shared is constructive and not deemed to impede trainee progress within your partnership schools.

If there is a concern about trainee progress or wellbeing and they have agreed to you sharing this with the appropriate third party then a phone call to specific individuals may be more appropriate than an email. Any email communication should remain professional in content, have a limited audience and remain factual. *NB: Email threads may be required as evidence if a trainee felt wanted to follow up any issues through official channels or if the alliance/university wished to pursue an official warning for a trainee.*

As a basic guide, this table outlines information that can and cannot be shared:

The following should <u>not</u> be shared with a third party	The following can be shared with a third party that is directly involved with the trainee
Any personal information or issues disclosed to a mentor or alliance lead (without trainee permission)	A trainee's personal action plan following a school placement, to show the areas of development at that stage of the course.
Any medical information about the trainee that has been disclosed (without trainee permission)	An action plan to support specific trainee needs (with trainee permission - providing that the person receiving this will be directly involved in the support plan)
Placement lesson observations and gradings	A professional job reference
Personal opinions or feedback from a placement school to a future placement school or employing school that may influence the school's opinion of the trainee	
Placement summative and grading reports	

Alliance complaint protocols and professionalism issue procedures

Our trainees agree to a code of professional conduct agreement (**Appendix I**). The university have processes for any issues arising during the PGCE year, found in the programme handbook, and is supported by an official university complaint process that trainees are required to follow should they deem any part of their training process is/has not met with requirements and has not been adequately resolved through the meeting process.

Each alliance should have their own clear procedure for trainees to follow should they wish to log any serious issue, e.g. a specific difficulty within a placement school or a health issue that may affect the trainee's completion/success on the course. These process and protocols, including first points of contact, should be shared with trainees as part of the initial SD induction days in September. Any queries or concerns with this should be discussed with the university SD primary lead.

Similarly, each alliance should be clear about their own procedures and expectations regarding trainee professional conduct. Again, these should be clearly shared with trainees during the alliance induction in order to establish clear expectations from the outset and to support the timely resolution of any issues arising. A copy of a simple 'Log of meeting notes' (**Appendix E**) 'Trainee Support Plan' (**Appendix F**) and 'Support log and timeline' (**Appendix G**) may be used/adapted by alliances to support trainee issues.

The PGCE cause for concern and warning system flowchart is outlined on **page XX** and this would support any alliance procedures and action plans should further action be necessary. Phone communication with the university SD lead would also be required.

Trainee attendance

The PGCE is a professional and academic course, so full attendance at university based and alliance based sessions as well as school placement days is a requirement. Failure to attend university or school placement days may affect a trainee's training and progress towards achieving our curriculum, meeting the Teachers' Standards and gaining QTS.

To successfully complete the course and be recommended for Qualified Teacher Status (QTS), trainees must complete the taught course and should aim to maximise the opportunities to have around 120 days in school*.

Holidays are not permitted within the course and any time off must be requested to both the university SD lead and alliance leads.

*Please ensure that you monitor trainee attendance, by checking the trainee portfolio attendance logs, and that they follow your own shared and agreed alliance procedures alongside the UoM expectations for reporting absence. (**Appendix H**)*

Supporting a trainee with difficulties

Each trainee that has a specific difficulty identified within their training should have their individual needs dealt with fairly and effectively. Where a trainee has disclosed a disability with our Disability Advisory and Support Service (DASS), they may have a DASS plan outlining and accommodations or adaptations required. The alliance lead is responsible for making sure that these accommodations are made. If there are concerns or issues then this must be shared with the university SD lead. If adjustments affects a placement or aspect of alliance training then, only with the consent of the trainee, this may be shared with the mentor and/or any staff member that may require this knowledge to support the trainee effectively.

General difficulties

Fast identification of the difficulty, whether it be professional or personal, is vital. With prompt provision of appropriate support and clarity of how to address the issue then this will help support the trainee to make progress and hopefully overcome any barriers.

Working in partnership between the alliance, the university and trainee is important, although there are agreed systems to follow, depending upon the issue being raised. The alliance lead should oversee any of these elements in close discussion with the mentor. The following documents may support a successful outcome for any difficulties arising, although alliances may have their own similar documents for such occasions. These should have agreed dates, review points and deadlines, so all parties are clear about how the difficulties can be addressed.

If a trainee is subject to additional support and guidance then a support plan should be completed and updated accordingly. This may be required should a trainee fail to make progress following a period of additional support and the cause for concern/warning system is required to be followed. The university SD lead should be notified of continue concerns and any escalating of issues.

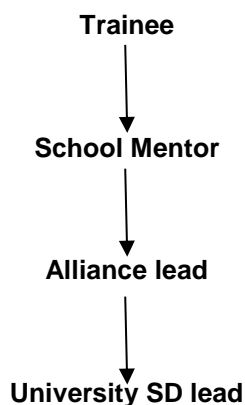
Appendix E – Log of meeting notes

Appendix F - Trainee support plan

Appendix G- Timeline of support (to record interactions and support)

Reporting an issue/concern:

The following simple flowchart demonstrates the flow and hierarchy of who should know about general issues or concerns during a school placement. This should be followed by both trainees and school partners. If concerns are not relating to a school placement then the trainee should initially direct issues to the alliance lead.




Safeguarding issue	<p>Trainees are expected to understand and follow school/alliance safeguarding policy and this should be made explicit to them during the induction period **. Some further basic guidance surrounding safeguarding is contained on the next few pages.</p> <p>For any immediate issues and advice please contact our safeguarding officer, Martin Kelly (please see contacts section).</p>
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Generic trainee issues and a flow chart of suggested actions:

NB - This does not include any immediate safeguarding issue.

****Please note the need to always have trainee consent to share information.**

Scenario A ↓	Scenario B ↓	Scenario C ↓
<p>Trainee has an issue or cause for concern</p> <p>(Professional, Teacher Standards or well-being)</p>	<p>School Mentor has a cause for concern about a trainee</p> <p>(Professional, Teacher Standards or well-being)</p>	<p>Trainee has a cause for concern relating to the mentor that cannot be resolved</p> <p>(Relationships, support and/or mentoring)</p>
<p>1. Trainee reports issue to school mentor</p> <p>Mentor and trainee meet to discuss the issue and consider how best to resolve it. Agree support to be given, timeline and actions. Log of meeting completed (App E) and, if required, a 'Trainee support plan' (TSP) (App F) is completed and then reviewed as agreed.</p> <p>Upon review (normally after 2 weeks, depending upon the issue): <u>Issue resolved</u> – no further action.</p> <p><u>Issue unresolved/continuing</u> – trainee to report to alliance lead or mentor gets trainee's consent to refer to alliance lead for further support. (Move to point 2)</p>	<p>1. School mentor arranges a meeting with the trainee to share and discuss the concerns</p> <p>Agreed outcomes to be minuted on 'Log of meeting' notes (App E) and, if relevant, a 'Trainee Support Plan (TSP) (App F) to be created and signed. Timeframes agreed, to allow the trainee to address the issues raised.</p> <p>Upon review (normally after 2 weeks, depending upon the issue): <u>Issue resolved</u> – no further action.</p> <p><u>Issue unresolved/continuing</u> – mentor (with consent) and/or trainee to report to alliance lead, for further support. (Move to point 2)</p>	<p>1. Trainee to share concerns with the alliance lead.</p> <p>Alliance lead to guide and advise the trainee with actions. Alliance lead to log meeting notes (App E). Alliance lead, with permission of trainee, may arrange to meet the mentor to discuss issues or agree to meet both the mentor/trainee to resolve issues.</p> <p>Alliance lead to monitor the issue regularly. Notes to be logged (App G)</p> <p><i>NB: If issues are deemed as seriously impeding the progress and/or well-being of the trainee then, with consent, the SD lead may get involved at this stage.</i></p> <p>Upon review: <u>Issue resolved</u> – no further action</p> <p><u>Issue unresolved/continuing</u> – Alliance lead/trainee to contact SD lead to discuss the issue. SD lead to liaise with both to resolve the issue successfully. Notes and actions to be logged (App E/G)</p>
↓	↓	↓

<p>2. Alliance lead is informed of issue by trainee or mentor (with trainee consent)</p> <p>Alliance lead arranges a visit to mentor and trainee. Log meeting notes (App E) and completion of a 'Trainee Support Plan' (TSP) (App F).</p> <p>Trainee to sign and agree to the TSP to be shared with named personnel that will support this (inc sharing with SD lead)**. Possible lesson observation (if relevant to the issue).</p> <p>Timeframes agreed for actions.</p> <p>** If this is a wellbeing issue that is of concern then, with trainee permission, this may be shared with relevant UoM and healthcare professionals in order to get the trainee the best support in a timely manner.</p> <p>Alliance lead to monitor the agreed actions on 'Trainee Support Plan' (PSP) and arrange a follow up meeting with trainee/mentor in line with PSP.</p> <p>Upon review (Normally 2 weeks, depending upon the issue): <u>Issue resolved</u> – TSP completed, no further action.</p> <p><u>Issue unresolved/continuing</u> – School Direct lead to be informed and a meeting to be arranged. (Move to point 3) <i>NB: If relevant, the UoM warning process may be considered at this point.</i></p>	<p>2. University School Direct lead informed of issue arising by trainee and alliance lead.</p> <p>Meeting arranged between university SD lead, trainee and alliance lead. Mentor to be included where relevant.</p> <p>Discussion of remaining issues, to be recorded on meeting log (App E) and actions agreed. Timeframes agreed.</p> <p>NB: If a trainee has to be moved to another school then a support plan will be created by the SD lead to facilitate this.</p>
	
<p>3. University School Direct lead is informed of continuing issue/concern</p> <p>University SD lead to arrange a meeting with the trainee/mentor and alliance lead (if appropriate).</p> <p>Discussion of issues remaining and progress towards TSP set.</p> <p>Updated/new TSP agreed and timeframes set.</p> <p>Follow up meeting date agreed.</p> <p>If relevant, the UoM warning process may be considered at this point.*</p>	

* The flow chart of the Primary PGCE warning system is on the next page.

Trainee health and well-being – university contacts

The university counselling service offers support and online therapeutic resources, free to students. These can be accessed via the counselling website: <https://www.counsellingservice.manchester.ac.uk> or by phoning **0161 275 2864** to make an appointment. There is also great deal of student support available on the University website - <https://www.studentsupport.manchester.ac.uk/>

The university Occupational health service can also be accessed by trainees if issues are causing barriers to their learning. <http://www.occhealth.manchester.ac.uk/> or **0161 275 2858**

Please note: You can share these details and contacts with trainees at any point of their training, however, you ***cannot*** make a referral or discuss any trainee issue with any of these services without the consent of the trainee.

University official cause for concern and warning system – flow chart

Concern identified

- Concern identified
- Tutor addresses concern directly with trainee
- Trainee acts on advice and no further action is needed

Stage 1 concern

- Concerns persist (or further concerns are raised) and Programme Director(s) informed
- Stage 1 **letter of concern** issued, setting targets linked to the UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

Stage 2 concern

- Concerns persist (trainee fails to meet targets set in Stage 1 Letter of Concern or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and trainee to discuss continuing concerns
- Trainee's progress is identified as a continuing "cause for concern"
- Stage 2 **letter of concern** issued, setting targets linked to UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

Stage 3 concern

- Concerns persist (trainee fails to meet targets set in Stage 2 warning letter or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and trainee to discuss continuation on the programme
- Stage 3 **letter of concern** issued, setting final targets linked to UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

Final Stage

- Concern persists (trainee fails to meet targets set in Stage 3 warning letter or further related concerns are raised)
- A formal MIE panel will be set up, which may result in the trainee being dismissed from the programme
- Final Stage letter issued.

Safeguarding

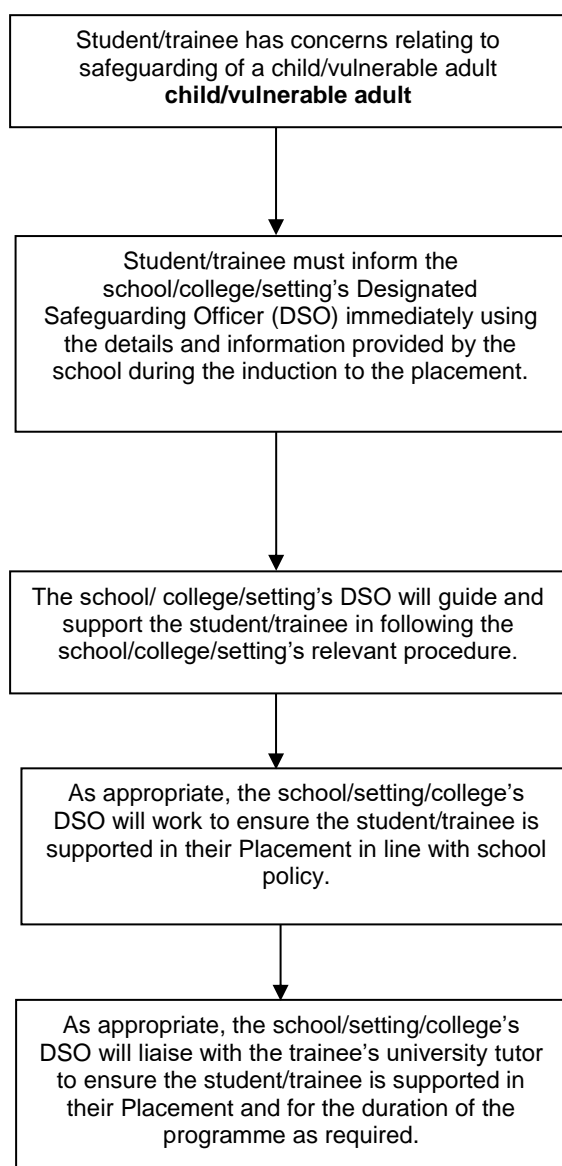
Management of a cause for concern during placement related to the safeguarding of a child/vulnerable adult (Pg.1)

IMPORTANT! Child Protection is the responsibility of all staff, including trainee teachers.

Every school must ensure that trainee teachers know who the school/setting/college's Designated Safeguarding Lead (DSL) is. Trainee Teachers should also be aware of the school/setting/college's Safeguarding Policy (including their responsibility with regard to E-Safety) and the action they should take if a child discloses any information to them.

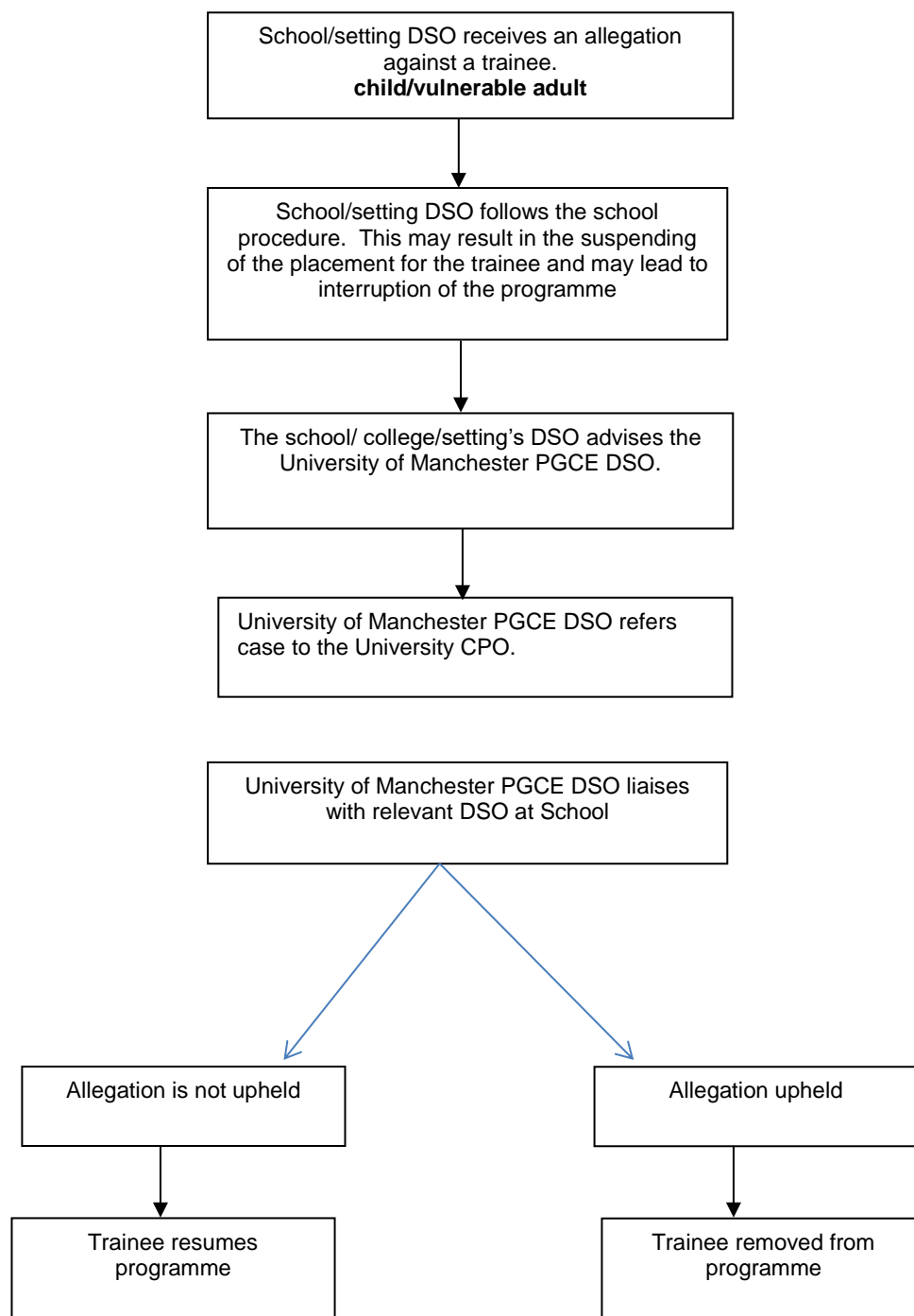
Trainee Teachers should avoid, within the context of the school, where possible, being alone with an individual child. They should also be aware that they should not let the child think information can be kept secret, and should note carefully any comments made.

The following sets out the actions to be taken by a student/trainee should they have a cause for concern related to safeguarding.



Management of a cause for concern during placement related to the safeguarding of a child/vulnerable adult (Pg.2)

Trainees must demonstrate exemplary behaviour in order to protect themselves from allegations of abuse. **If an allegation of abuse is made against a trainee this will be fully investigated in accordance with the appropriate safeguarding procedures of the setting.**



APPENDICES

Appendix A

UNIVERSITY TUTOR/ALLIANCE LEAD SCHOOL EXPERIENCE MEETING LOG

Trainee: School/year group: Mentor:	Date: Meeting number – 1 2 3 Other:
Present:	Form of meeting (e.g. face-to-face, zoom, phone call)
Notes from meeting/items discussed in meeting	Any actions required?
<p><u>Trainee Portfolio:</u></p> <ul style="list-style-type: none"> • <p><u>Files/planning:</u></p> <ul style="list-style-type: none"> • <p><u>Professional development activities:</u></p> <ul style="list-style-type: none"> • <p><u>Mentor feedback/discussion:</u></p> <ul style="list-style-type: none"> • <p><u>Trainee feedback/reflection:</u></p> <ul style="list-style-type: none"> • 	


Planning and teaching commentary (with lesson obs/video clip commentary, if available):		Strand
Targets		Strand
<ul style="list-style-type: none"> • 		
Are there any concerns at this point? YES / NO	If yes, in which areas? (circle/highlight) Strand A – Behaviour Management (S1 and S7) Strand B – Planning and Pedagogy (S2, S4 and S5) Strand C – Curriculum and Subject Knowledge (S3) Strand D – Assessment (S6) Strand E - Professional Behaviours (S8 and Part 2)	
<i>If yes, please add details and agreed actions below. Targets (above) should reflect any priority areas also.</i>		
Other general comments, mentoring or feedback:		


Professional Development Formative Framework

APPENDIX B

This is a copy of the professional development formative framework that trainees should be regularly discussing with their mentor and should be highlighting attainment of during interim and final review meetings. These statements contribute to the evidence of attaining aspects of the Core Content Framework (CCF) as well as demonstrating the required elements that would help evidence meeting the Teachers' Standards by the end of the programme.

As alliance leads, we would expect you to monitor this document, provide guidance and support if specific areas are a concern or are lacking progress and to use this to help you set targets for the trainee. The most up to date version should be found in the individual trainee's Trainee Portfolio.

Strand A	 Behaviour management	High expectations (S1)	S1 S7	Currently achieving	Currently achieving	Currently achieving
Establishes a safe classroom environment.						
Adheres to policies and principles around the school ethos and shared values of behaviour and expectations						
Models and demonstrates the positive attitudes, values and courteous behaviour expected of pupils.						
Applies rules, rewards and sanctions in line with school policy						
Establishes effective relationships with pupils based upon mutual trust and respect						
Sets clear boundaries and expectations in lessons to support all learners to engage						
Adopts approaches to learning in a stimulating environment which sustains pupils' interest in learning and encourages perseverance.						
Uses clear, intentional and consistent language that promotes challenge and aspiration for pupils						
Sets goals and expectations that motivates and challenges pupils from all backgrounds, including those with special educational needs and/or disabilities.						
Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)						
Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around relationships and expectations.						

Strand A	 Behaviour management	Managing behaviour effectively (S7)	S1 S7	Currently achieving	Currently achieving	Currently achieving
Has developed positive, trusting teacher-pupil relationships which underpin teacher authority						
Pupils demonstrate a shared understanding of rules and routines for behaviour and feel secure in the expectations of them						
Responds to incidents in accordance with the wider school policies and procedures						
Demonstrates an awareness of when to utilise colleagues and wider school management systems to support effective behaviour management						
Develop an understanding and use of extrinsic and intrinsic motivations and rewards and use that are suitable to the needs of pupils and in line with school policy						
Deploys rewards and sanctions consistently and predictably						
Engages with support and advice from experienced teachers to develop their understanding and knowledge about effective behaviour for learning						
Establishes a supportive and inclusive environment, utilising rewards and sanctions effectively, including appropriate adaptations for pupils with special educational needs.						
Makes effective early interventions to maintain good discipline, including non-verbal signals, low intrusion responses and clear communication or instructions.						
Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning and maintaining pupil self-esteem.						
Uses effective class management approaches which enables a good levels of pupil motivation and engagement in lessons.						
Manages and challenges the class appropriately by checking for understanding and giving manageable, sequential instructions for tasks.						
Demonstrates a good awareness of the research and evidence around managing pupil and classroom behaviour and uses this to inform their own approaches in the classroom						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand B	PP Pedagogy and planning	How pupils learn (S2)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
		Follows school teaching and learning policies and practice to maximise learning and progress.				
		Utilises knowledge of pupils' prior learning, knowledge and assessment to inform planning.				
		Shows knowledge and understanding of how pupils learn and recognition of the need to avoid overloading the working memory in lesson planning				
		When planning, breaks complex or new material into smaller steps to reduce working memory demand or potential misconceptions.				
		Makes relevant links to what pupils already know as part of teaching and building on this in what is being taught.				
		Uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning				
		Knows when to provide scaffolding, practice and repetition to support learners and when to reduce this to develop more secure knowledge and to increase challenge				
		Engages with experienced mentors and teachers to build upon their knowledge and understanding of effective planning and pedagogy				
		Sequences lessons to build upon prior knowledge and foundational knowledge prior to more complex content.				
		Is able to use targeted interventions to facilitate learning for most groups.				
		Checks pupils' understanding and regularly adapts teaching to respond to the strengths and needs of all pupils.				
		Future planning is adapted, based upon the impact of teaching, to challenge and support progression in future lessons.				
		Demonstrates their knowledge of research, literature and taught course support about how children learn when planning and delivering lessons				

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand B	PP Pedagogy and planning	Classroom practice (S4)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
Lesson pace is well maintained and shows constructive use of time.						
Shows confidence in adapting teaching and support in order to respond to the needs of pupils, based upon knowledge of effective planning						
Plans and utilises a range of pedagogical strategies, including paired and group work, to support pupil understanding, engagement and learning						
Plans and utilises high-quality questioning across a lesson e.g. to check prior knowledge, assessing understanding, extend answers and breaking down new ideas or concepts.						
Plans and uses effective modelling, examples and scaffolding to help pupils understand new concepts, ideas and knowledge.						
Plans and considers misconceptions and potential issues and how to respond to these						
Plans and uses talk effectively to aid ideas, understanding and vocabulary development						
Interactions are planned to allow learners to develop and apply knowledge, skills and understanding in a range of situations and contexts.						
Enables critical thinking and problem solving by removing support and guidance and setting more challenging tasks as pupil expertise increases						
Willing to take risks to capture interest and make learning interesting and stimulate pupils' thinking						
Pupils can see the relevance of their learning and this often stimulates their intellectual curiosity.						
Plans homework which consolidates and reinforces knowledge and understanding and helps pupils appreciate the need to revisit learning						
Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils.						
Collaborates positively with colleagues and has made contributions to curricular developments and planning.						
Engages with professional discussions, recent research and evidence about effective planning and teaching to influence and improve their own skills and knowledge in this						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand B	PP Pedagogy and planning	Adaptive teaching (S5)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
Lessons show evidence of having considered different learning needs and employ effective differentiation strategies to address these.						
Accommodates differences between pupils through understanding barriers to learning and the range of factors that can inhibit pupils' ability to learn.						
Sources support and guidance from experienced teachers and experts such as SENDCo and senior leaders, to build upon their understanding and knowledge of effective inclusion provision and strategies						
Demonstrates flexibility in groupings, resource support and additional adult deployment in order to meet the needs of different learners.						
Is able to ask advice of expert colleagues, such as the mentor, SENDCo, DSL or other senior leaders to ensure that pupil needs are best met.						
Maintains challenge and motivation for different groups of learners through effective adaptation and planning based on their needs						
Utilises relevant and useful resources to support the learning of all groups of pupils						
Plans and adapts teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability whilst maintaining challenge and purposeful learning						
Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.						
Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society and how the specific context of their school demographic impacts this.						
Utilises recent research and evidence about effective inclusion and uses this to inform and influence their practical application						


NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand C	SCK Subject and curriculum knowledge	Subject and curriculum knowledge (S3)	S3	Currently achieving	Currently achieving	Currently achieving
Demonstrates a good level of subject knowledge across the curriculum						
Is clear about the focus concepts, knowledge, skills and principles of each lesson, in relation to the subject area and the National Curriculum.						
Seeks out various subject experts to support and build upon their skills, knowledge and understanding of the progression of different primary subjects across the curriculum						
Identifies prior and existing knowledge and make links to prior learning in the National Curriculum						
Carefully sequences teaching to build upon prior knowledge and skills to secure understanding						
Provides clear teaching that supports pupils to understand the targeted concepts, knowledge and skills in the lesson so progress is made						
Anticipates possible/common misconceptions and breaks learning down into relevant episodes/chunks to address this						
Develops fluency in the targeted learning through the use of strategies such as retrieval, spaced practice and the shift from concrete/visual to abstract examples						
Models and utilises high-quality spoken standard English, language and high-quality vocabulary in teaching the curriculum						
Encourages critical thinking and sound understanding by ensuring pupils have relevant domain-specific knowledge first						
Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.						
Uses and applies the school approach to teaching early reading and phonics						
Demonstrates an awareness and understanding of relevant research-informed teaching and development across different curriculum areas and/or the school setting						
Is able to consolidate and build upon the knowledge and skills acquired in taught course sessions by applying this in the classroom across the specific primary subject						


NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand D	A Assessment	Accurate and productive use of assessment (S6)	S6	Currently achieving	Currently achieving	Currently achieving
Demonstrates that they know how to assess pupils' prior skills, knowledge and understanding e.g. NC links, looking at previous work, using class data/school tracking systems, questioning, AfL						
Uses previous assessment knowledge to inform and plan appropriately lessons.						
Plans AfL, linked to the learning objective, so opportunities to assess understanding, misconceptions and progress in lessons are regularly used.						
Responds to AfL and formative assessments in lessons, to ensure that pupils are making progress against the learning objective						
Responds to misconceptions or issues in a lesson by being flexible and adaptive to emerging needs						
Uses a range of written/verbal feedback methods, appropriate to the age of pupils, to give regular and constructive feedback to support progress.						
Provides pupils with regular and constructive feedback in line with school policy.						
Pupils are encouraged and given time to respond to constructive feedback (oral and/or written)						
Can give examples of how they have secured progression for groups of pupils.						
Outcomes of pupil progress and achievement against the intended learning are used to inform future planning.						
Uses relevant data to monitor progress, set targets and plan subsequent lessons.						
Has a developing awareness of statutory assessment requirements and school assessment systems						
Builds upon their taught course sessions and research based understanding of effective assessment through practical application and professional discussions with those supporting assessment in the class and across the wider school						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand E	 Professional behaviours	Fulfil wider professional responsibilities (S8)	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
		Has a clear understanding of a teachers' legal responsibilities and Part 2 of the Teachers' Standards.				
		Is positive about and makes efforts to contribute to the wider life and ethos of the school.				
		Is willing to consult with different colleagues, internally and externally, as appropriate knowing when to draw on their help and advice to support effective lesson delivery.				
		Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.				
		Engages with professional dialogue about teaching and/or learning, to improve their professional skills, knowledge and understanding.				
		Deploys support staff effectively to facilitate learning for groups of pupils during different lesson episodes.				
		Demonstrates collaborative work with support staff to facilitate pupils' learning before and during lessons.				
		Engages with their own learning and professional development. Is aware of own strengths and development areas and is proactive in addressing these.				
		Shows willingness to take advice and feedback from colleagues and engage in discussion about and target setting to secure improvements in professional practice.				
		Communicates effectively with parents and carers about learners' achievements, progress and wellbeing.				
		Is willing to critique, debate and evaluate recent research and theory in relation to actual teaching and learning practice and use this to improve their teaching				

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand E	 Professional behaviours	Part Two of the Teachers' Standards	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <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. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Appendix C

School Direct – Alliance-led training (QA visit from UoM)

Alliance _____ **Date of visit** _____

QA Observer _____ **Name of session leader** _____

Subject(s) covered _____

Number of trainees involved in training and location	
Is the content part of the agreed alliance led programme content? (as per the university SD handbook)	
Are there clear aims/purpose of the day set out for trainees by the trainer?	
Are any resources provided for trainees? Are they appropriate and helpful?	
Is subject knowledge considered/part of the training?	
Are pedagogical approaches/content considered/part of the training?	
If the training involves a classroom observation/active work with children, has the class teacher been clearly briefed on the focus of the session?	
Is there an opportunity to de-brief and evaluate the training and set next steps?	
Was the overall session assessed as useful in supporting our curriculum and the requirements of the CCF?	
Strengths of the session observed	
Suggestions/recommendations	

Appendix D **School Direct ‘Recruitment and Selection’ QA Form**

School	
University Tutor	
School Based Interview Panel	
Age Phase	Primary
Subject (s)	
Number of interviewees	

During the interview day, the role of the University Tutor is to observe all elements of the interview process, to ensure that the process is rigorous and robust. It is not the role of The University Tutor to make decisions with regard to the suitability of candidates, although school staff may seek advice on decisions from the tutor.

1.	Lead school interviews applicant taking account of University of Manchester School Direct Admissions handbook.
2.	The interview panel should consist of a minimum of 2 teachers (preferably senior teachers) with expertise in the phase and subject.
3.	Lead school shares the University of Manchester Welcome information in hard copy format with applicants.
4.	Lead school uses The University of Manchester interview questions
5.	Lead school may use additional questions
6.	Applicants may undertake an additional school based activity
7.	Applicants were all treated consistently
8.	Applicants had a clear understanding of the SD programme at the school and with the University of Manchester
9.	The interview record sheets are completed with factual accuracy, and school leads are mindful that negative comments are written sensitively
10.	The quality of accepted and rejected applicants is in line with the expectations of the University of Manchester’s PGCE
11.	Appropriate targets for feedback recorded
12.	If school leads do make an offer to an applicant it is made very clear that this is on condition that the applicant meets all of the pre-entry requirements.
Any comments/actions	
Key strengths of the recruitment and selection process	

Appendix E

School Direct - Log of meeting notes (2021-22)

Trainee Name		Alliance	
Alliance lead		University tutor	
Date			
People present at meeting			
Issues discussed			
Actions agreed and who is responsible for each			
Date of next meeting/review of the actions (if appropriate)			
Signed by the person leading the meeting			
Signed by the trainee as an accurate record of discussion			
Trainee to sign	I consent to the details from this meeting being shared with people relevant to supporting the actions required. Yes / No Signed:		

Appendix F

School Direct – Trainee Personal Support Plan (2021-22)

Trainee name	
Alliance	
Person leading meeting	
People in meeting	
Start date	
Date of review	
Targets agreed	

In order to support you and address your needs and address targets, the following actions have been agreed	
You will...	
The mentor will....	
The alliance lead will...	
The university tutor will...	
Evidence of progress will include:	

This personal support plan has been discussed and agreed with the trainee.

Signed: Trainee..... Meeting lead

Evaluation of progress/ future actions	
Signed	Date

Appendix H

Copy of UoM attendance procedures given to trainees.

NB: It is advised that each SD alliance have and share a similar document to ensure all trainees are clear about the protocols expected for reporting absence to the alliance and completing the alliance led element of the course.

The PGCE is a professional and academic course and as such ***full attendance at all timetabled university based sessions and school experience days is a requirement.*** Failure to attend university or school placement days may affect your training bursary, your progress towards achieving QTS and could result in you not being awarded a PGCE.

To successfully complete the course and be recommended for Qualified Teacher Status (QTS), you must complete all days on the taught course and at least 120 days in school. You will be required to extend your placement if you have not completed the required number of placement days to successfully meet the Teachers' Standards and complete the course.

In order to monitor your attendance, you will be required to sign-in at the PGCE Office on a daily basis during the taught course and keep a handwritten attendance record of each placement to be signed by your school mentor when on placement. A signed paper copy of each attendance form for each placement must be submitted to your professional tutor on completion of the placement. You will also be required to upload a scanned copy to the university's VLE. You must keep a running log of all attendance in your Trainee Portfolio also.

Please complete the university online absence log for any periods of absence (a link will be emailed to you).

In case of absences, these procedures must be followed:

University sessions

Accident/illness

1. Email PGCE office and university tutor the morning of the absence.
2. Email/text the PGCE tutor responsible for the taught session.
3. Complete online absence log.

Planned absence e.g. interview

1. Request permission from your university tutor.
2. Request permission from PGCE tutor responsible for the taught session.
3. Email PGCE office and university tutor the morning of the absence to confirm.
4. Complete online absence log.

School experience

Accident/illness

1. Ring school as early as possible to apologise and notify them of your absence.
2. Text/email your university tutor to apologise and notify them of your absence.
3. Complete online absence log.
4. Complete handwritten attendance record which your school mentor signs at the end of the placement.
5. Email lesson plans to your mentor for that day.

Planned absence e.g. interview

1. Request permission from head teacher and school mentor.
2. Request permission from your university tutor.
3. Complete online absence log.

School visits prior to interviews

When searching for jobs, all school visits must be made after the school day.

Medical appointments

Unless there is a medical emergency all appointments should be made outside of school hours. You may be asked to provide evidence for your appointment. This does not include University Occupational Health appointments, which trainees should attend even if this would mean missing taught sessions or time on placement.

Trainees can 'self-certify' an illness for 5 days, after which time, you will need to provide a doctor's note for any further period of absence. Occupational Health would then need to approve your return to placement or taught course (following a face-to-face appointment) and you would need to discuss the process for your return with your professional tutor or the Programme Directors.

In the case of injury, a safeguarding meeting must be held with the placement school/ university to discuss your return. You would also be required to attend an appointment with Occupational Health to discuss fitness to return. The Programme Directors would then need to agree your return to placement/university.

Please note: If attendance becomes a cause for concern, trainees will be required to attend an attendance board with the Programme Directors.

Appendix I

Copy of UoM Trainee Code of Professional Conduct

NB: It is advised that each SD alliance create and share a similar document to ensure all trainees are clear about the code of conduct expected within the alliance.

1. It is expected that all trainees who are on a programme leading to a recommendation of Qualified Teacher Status (QTS) at the University of Manchester conduct themselves in a professional manner. This code of professional conduct is additional and complementary to the University of Manchester Student Regulations and the policies and practices of schools hosting trainees for professional placements.
2. This code of conduct is informed by *The Teachers' Standards (2012)*, the current Initial Teacher Training Criteria, the Disclosure and Barring Services legislation and Keeping Children Safe in Education legislation. It reflects the reasonable behaviour expected of a trainee teacher as a professional.
3. Knowledge of and adherence to this code of professional conduct are key responsibilities of a trainee teacher on the ITT Programmes at the University of Manchester. This code sets out the expectations of you as you engage with a professional programme.

It is expected that you will:

- Show respect for others including all university and school staff, other trainees, children and parents.
- Access, read and follow all relevant policies, procedures and codes of practice and conduct, including safeguarding pupils' wellbeing, in accordance with statutory provision and school policies.
- Take responsibility for your own learning and listen to and act on advice from others. This includes engaging in university sessions, completing tasks, attending tutorials and taking responsibility for addressing areas of improvement by discussing concerns with university tutors and school mentors.
- Take responsibility for looking after your personal well-being and actively seek relevant support where necessary.
- Attend and be punctual for lectures and tutorials at university, and in accordance with placement expectations while on professional placements.
- Ensure a professional approach to all communications, including e-communications and social media.
- Maintain an appropriate standard of professional appearance, especially whilst on professional placements and adhere to school policies and practice in relation to dress code
- Respect the confidentiality of school resources, staff and children.
- Follow relevant procedures as outlined in Programme and Placement Handbooks to raise any issues/concerns you may have with your training.

A breach of one or more terms of the Code of Professional Conduct may have implications for your continued professional development and award of Qualified Teacher Status.