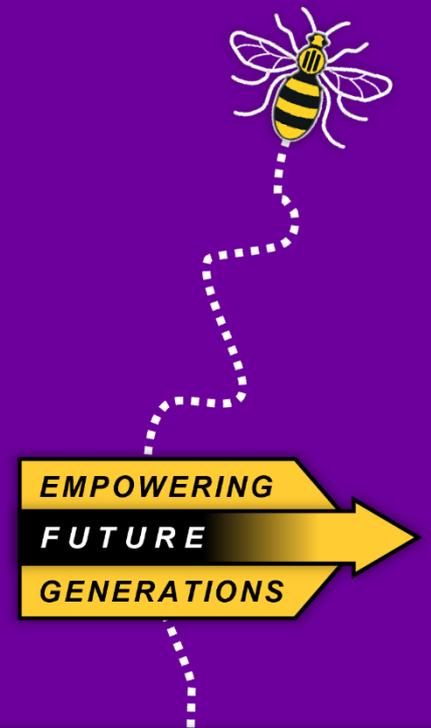




Primary **PGCE**



School Direct partnership handbook



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INTRODUCTION



SCHOOL DIRECT PARTNER INTRODUCTION

Manchester Institute of Education

“A good mentor teaches you how to think, not what to think.” (Anon)

*“A good mentor offers directions and driving tips from the back seat. You still have to drive the car.”
(Michael Johnson)*

FOREWORD AND WELCOME TO SCHOOL DIRECT PARTNERS

Welcome to the School Direct (SD) Initial Teacher Training Programme, in partnership with The University of Manchester. As the world of education continually develops and evolves, we aim to provide an ITT curriculum that supports, empowers and inspires our future teachers to do the same.

As School Direct partners, you and your alliance schools have agreed to become part of our ITT provision, through planning and delivering high quality, hands-on training experience, underpinned by a firm understanding of the pedagogy and theory. In close partnership, we will continue to prepare reflective Early Career Teachers (ECTs) who challenge themselves and adapt to meet the needs of their pupils. This handbook supports School Direct leads and their partners to understand the roles and responsibilities associated with our School Direct Programme, so our trainees get the best opportunities to achieve their potential as they enter the teaching profession.

This aims to meet our overall MIE PGCE vision:



‘Empowering future generations’

I look forward to working with you and thank you for your contribution to training the next generation of teachers in partnership with us.

Karen Kilkenny
Primary Partnership Lead

MENTOR AND SD LEAD RESOURCE AND SUPPORT SITE

Website link: <https://www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/>

QR code:



UNIVERSITY KEY CONTACTS

School Direct Primary Lead and Primary Partnership Lead	Karen Kilkenny karen.kilkenny@manchester.ac.uk	0161 275 4967 Room A2.12
Primary PGCE Co-Programme Directors	Liz Birchinall and Rebecca Phillips primarydirector@manchester.ac.uk	0161 275 4965 Room A2.20
Head of Initial Teacher Education	Andy Howes andrew.j.howes@manchester.ac.uk	
Admissions tutor	Martin Kelly martin.kelly@manchester.ac.uk	0161 275 3467 Room A2.15
Admissions office and recruitment support	pgce@manchester.ac.uk	0161 275 3447 Room AG.17a
Academic assignment co-ordinator	Lise Hopwood lise.hopwood@manchester.ac.uk	0161 275 8470 Room A2.13
Administrative and Programme Support Team	teachereducation@manchester.ac.uk	0161 306 1762 0161 275 8472



OUR CURRICULUM

Our curriculum is carefully and intentionally constructed to explicitly deliver the requirements and principles of the Department for Education Core Content Framework (CCF), alongside additional content that we believe is essential and moves beyond these foundations. It is ambitious, challenging and aims to celebrate and support the diverse range of urban school settings that we partner within Greater Manchester and beyond. It informs our trainees' experiences in university and school placements and incrementally builds upon trainee expertise, confidence and teaching experiences at each stage of the PGCE journey. We have 5 strands that should be referenced and developed during SD alliance led sessions and school experience feedback.

Our 5 strands	Alignment to the CCF areas	Alignment with Teachers' Standards
A – Behaviour management	S1 – High expectations S7 – Managing behaviour	TS 1 – Set high expectations which inspire, motivate and challenge pupils TS 7 - Manage behaviour effectively to ensure a good and safe learning environment
B – Planning and pedagogy	S2 – How pupils learn S4 – Classroom practice S5 – Adaptive teaching	TS 2 – Promote good progress and outcomes by pupils TS 4 – Plan and teach well-structured lessons TS 5 – Adapt teaching to respond to the strengths and needs of all pupils
C – Curriculum and subject knowledge	S3 – Subject and curriculum	TS 3 – Demonstrate good subject knowledge and curriculum knowledge
D – Assessment	S6 – Assessment	TS 6 – Make accurate and productive use of assessment
E – Professional behaviours	S8 – Professional behaviours	TS 8 – Fulfil wider professional responsibilities TS Part 2 – Standards for professional and personal conduct

Our curriculum is research evidence based and so trainees will be required to engage with and critique research and theory throughout and School Direct alliance-led training sessions. The best session content is delivered through a well-planned balance of interactive learning, expert delivery and impactful pedagogical approaches. Each SD session lead should refer to and reference the CCF in the planning and delivery of their subject area, to ensure trainees see clear links and relevance to their professional learning and development.

SCHOOL EXPERIENCE PLACEMENTS

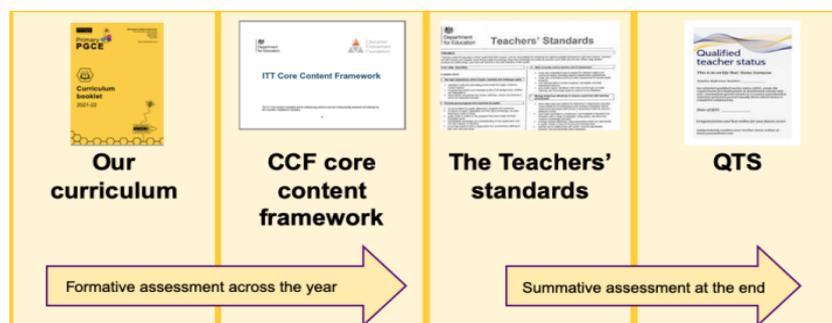
Regular teaching practice is an essential element of our curriculum. Experiences in SD partner schools provides our trainees with opportunities to apply the taught course learning and theory (*'Learn that...'*) through practical application in the classroom (*'Learn how to...'*). They are able to build upon their knowledge receiving further training, support and feedback from our school-based expert mentors. Placement expectations are appropriately challenging for the stage of trainee learning within the programme. School Direct alliance leads or an appropriate representative should organise a range of school experience placements to prepare their trainees to work in a range of school settings. The support, guidance and training provided to trainees and mentors is a key role of our SD leads whilst trainees are on school placement (see later sections for expectations of support).

Our mentor training is designed to ensure there is a shared understanding of and commitment to providing a high-quality of school-based expert contribution to our curriculum and trainee development. As well as our mentor resource website, the School Direct lead should ensure that the expert mentor is appropriately trained to meet the needs of their role and to effectively support the trainee to make the best progress possible.

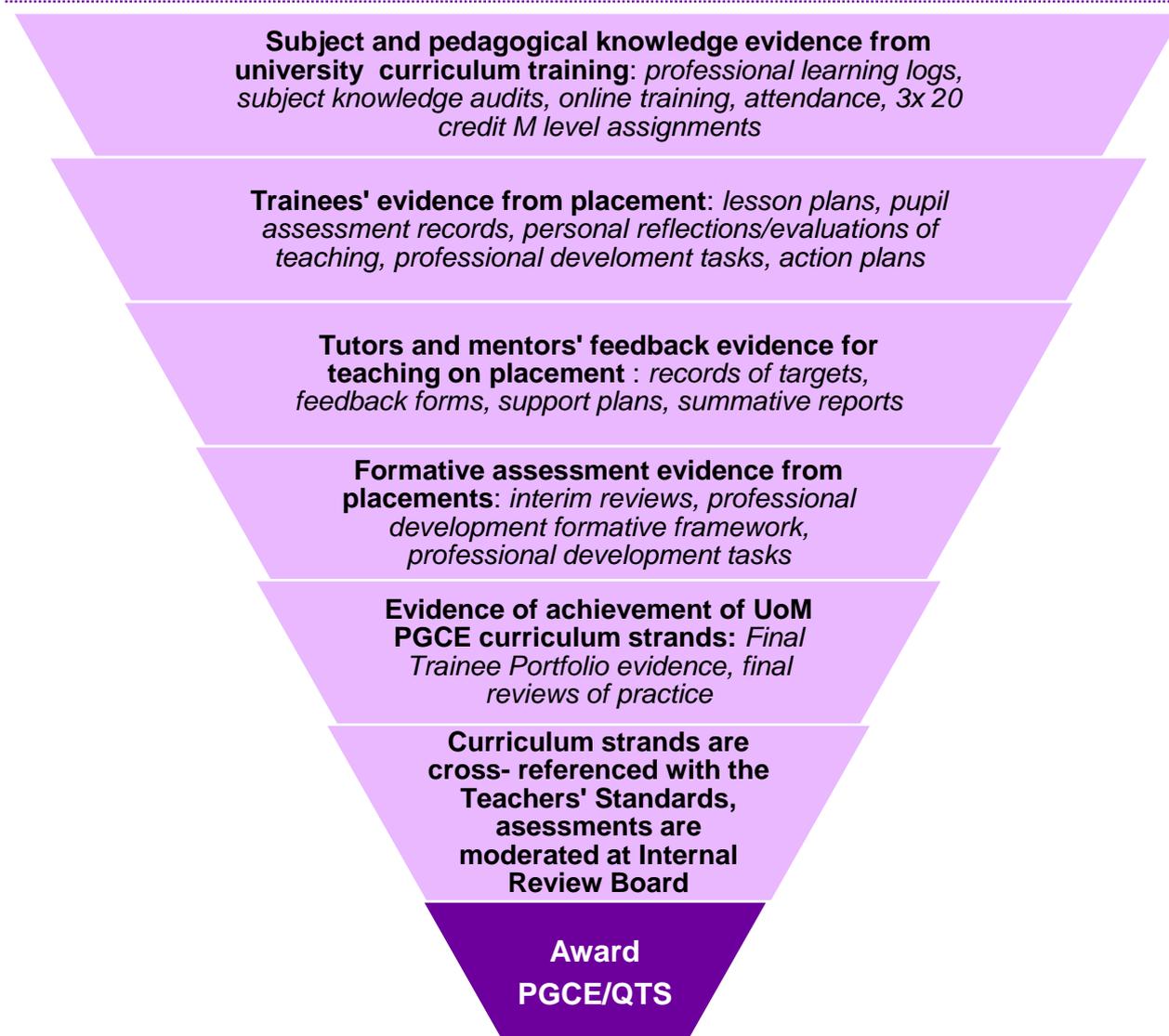
PRIMARY PGCE ASSESSMENT

A trainee is required to meet the Teachers' Standards by the end of the programme in order to complete the programme and be recommended for the award of QTS. Formative assessment of trainee progress, by both expert mentors and the SD leads, occurs across the programme. The School Direct lead checks, moderates and agrees key documentation during and at the end of programme paperwork for SD trainees. This remains provisional until this has been ratified and finalised by the university at the final exam board.

OVERVIEW OF ASSESSMENT ACROSS THE PGCE PROGRAMME:



EVIDENCE CONTRIBUTING TOWARDS THE FINAL SUMMATIVE ASSESSMENT:



INDUCTION AND SAFEGUARDING EXPECTATIONS

For each new school setting, School Direct leads are asked to ensure that SD trainees are provided with the information outlined below. This will allow them to fully support the policies and principles of the setting, in line with the requirements of the 'Keeping Children Safe in Schools' (Sept 2022) document and our Primary Partnership Agreement. It is essential that a trainee is also made aware of any Covid-19 related protocols within the school.

Day 1 (Mentor):

- 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, calculation policy.
- ① Outline key procedures that the trainee should know e.g. break/lunch times, security door access and fob use, pupil entrance/exit points, Covid-19 protocols and/or systems.

Week 1 (Mentor):

- ① Support the trainee to engage with the focus areas tasks to help them become familiar with school systems;
- 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, staff meetings, INSET days, school events.

Week 1 (Trainees):

- ① Share and discuss their learning, coverage and reflection upon the ITT curriculum so far with the mentor, so the mentor understands what has been covered and where there may be opportunities to provide practical experiences to apply and deepen trainee understanding. This can also help identify opportunities to enhance knowledge and understanding in areas that may not yet have been covered. Trainees will have an overview of their coverage in the '**Trainee overview of curriculum learning**' section of their Trainee Portfolio.
- ① Share a live link to their **Trainee Portfolio** with the mentor. Mentors should check this document regularly and this should form part of the professional discussions during interim review points. This is a key document that forms the basis of professional discussions, development and demonstrates progress across the programme.



**TIMETABLES,
PLACEMENTS
FOCUS AREAS
AND ACADEMIC
ASSIGNMENTS**



TIMETABLE 2022-23

University day
Alliance led day
Initial school based learning (ISBL)
School Placement
Enrichment/professional development week
Independent study
Holiday

Week beg	Mon	Tue	Wed	Thur	Fri
29.08.22				Online registration	
05.09.22					
12.09.22	p.m - ISD				
19.09.22					p.m - ISD
26.09.22	<i>NB: SD not required to do presentations as core are</i>	Online a.m	a.m		
03.10.22			a.m		
10.10.22			a.m		
17.10.22	Mentor training this week (SE1)	Data collect for Assign A (not SE1 school)	Data collect for Assign A (not SE1 school)		Data collect for Assign A (not SE1 school)
24.10.22	Mental health unit ISD				
31.10.22	Assignment A hand in SE1 begins				
07.11.22					
14.11.22					
21.11.22					
28.11.22					
05.12.22					
12.12.22					
19.12.22	Finish for Xmas with SE1 school				
26.12.22	Bank hol				
02.01.23	Bank hol	SE1 cont.			
09.01.23					Inclusion conf
16.01.23	p.m - ISD				
23.01.23					
30.01.23	Short block A Inclusion				
06.02.23					
13.02.23			Alliances ISD – Old/Traf		Alliances ISD – Old/Traf
20.02.23	Alliance Old/Traf ISD - others		Alliances – Old/Traf ISD - others		

27.02.23	Assignment B hand in Short block 2 EYFS				
06.03.23					
13.03.23					
	p.m - ISD				
20.03.23	Mentor training this week (SE2)	a.m online			a.m online
27.03.23	SE 2 begins				
03.04.23					Good Friday
10.03.23	Bank hol				
17.03.23	SE2 cont.				
24.04.23					
01.05.23	Bank hol				
08.05.23					
15.05.23	Assignment C hand in				
22.05.23					
29.05.23	Bank hol				
05.06.23	For 2 week whit trainees				
12.06.23					
19.06.23					
26.06.23	For 1 week whit trainees				Final university day
03.07.23					
10.07.23			Final exam board		

ALLIANCE LEADS – KEY DATES

SCHOOL EXPERIENCE PLACEMENT DATES

SD leads should organise these for trainees to ensure they experience a broad range of school settings. They should complete the UoM spreadsheet to detail where they will be placed and ensure that mentors for long block placements agree to attend the assigned mentor training.

Placement	Dates	Focus
Initial School Based Learning (ISBL) day 1	Wed 28 th Sept	Behaviour and classroom management
ISBL day 2	Wed 5 th Oct	Maths
ISBL day 3	Wed 12 th Oct	English
ISBL days 4-6	Tues 18 th , Wed 19 th , Thur 20 th Oct	Assignment A data collection and classroom routines/ environments
School Experience Block 1	Mon 31 st Oct – Thur 12 th Jan	Long block 1
Short Block A	Mon 30 th Jan – Fri 10 th Feb	Inclusion
Short Block B	Monday 27 th Feb – Fri 10 th Mar	Early Years Foundations Stage
School Experience Block 2	Mon 27 th Mar – Thur 29 th Jun	Long block 2

SCHOOL DIRECT BOARD MEETINGS

Our School Direct programme works well because of the two-way communication and reciprocal partnership that we have with you. Our School Direct board meetings are a timely opportunity for us to come together and share ITT updates, curriculum development, trainee attainment and future planning.

One representative from each alliance is expected to be present at each SD board meeting. Meetings will include a cross-phase primary and secondary SD partner meeting, followed by a primary phase-specific meeting. Planned meetings this year are:

Date	Location	Time
Wednesday 9 th November	Online	10.00am - 12.15pm
Tuesday 31 st January	Online	10.00am - 12.15pm
Wednesday 17 th May	On campus	10.00am – 2.30pm <i>Planning day for 2023-2024</i>

NB: There may be additional catch-up meetings arranged during the year e.g. during school experience placements or to respond to a key change. As much advanced notice of these will be provided and these will take place online to reduce travel time and minimise disruption to your other roles and responsibilities.

WRITTEN ASSIGNMENTS

As part of the PGCE, trainees have three academic assignments to submit. Each assignment can contribute to the award of 20 Masters credits (if graded at the minimum 'Masters' standard of 50% and above). All assignments must be completed and passed to complete the PGCE course. Assignments are anonymously marked and moderated by university staff. Briefings, guidance and support for each assignment will be provided in university and through online learning support on Blackboard.

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

Assignment	Trainee Briefing	Submission
A EDUC 66900 - Developing Practitioner Enquiry	Tues 27 th Sept	Mon 31 st Oct (12pm)
B EDUC 66800 - Inclusive Educational Practice	Fri 19 th Jan	Mon 27 th Feb (12pm)
C EDUC 66700 - Learning, Teaching and Assessment	Tues 21 st Mar	Mon 15 th May (12pm)



WHO DOES WHAT? ROLES AND RESPONSIBILITIES



WHO DOES WHAT? UNIVERSITY AND ALLIANCES

The partnership between the university and our SD alliance lead partners is crucial for the success and quality of training and outcomes for our SD trainees. It is essential that we collaborate and complete our respective responsibilities for a successful programme and to prepare our trainees for their new career. Below is an outline of key roles and who has responsibility for these.

Role	Responsibility <i>U – University</i> <i>A – Alliance</i>
Pre-course joining instructions	U
Safeguarding checks	U
Introduction and expectations of the Trainee Portfolio	U
Introduction to UoM 'Blackboard' intranet facility	U
To provide trainees with a calendar overview of SD alliance led days and timetable	A
To provide alliance led session overview, using the UoM format, to demonstrate session content and how this links to our curriculum/CCF	A
Preparation for and marking of the 3 x academic assignments	U
Reporting and ratifying final programme outcomes and recommendation for QTS	U
Taught course curriculum	
Maths	U
Science	U
English	U
Modern Languages	A
Humanities	A
PE	A
Music	A
Art	A
DT	A
RE	A
Computing	A

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 (January)	U
Planning, monitoring and feedback of alliance led training days	A
Monitoring of the Trainee Portfolio	A
School Experience Placements	
Placing trainees in Initial School Based Learning (ISBL) schools prior to SE block 1	A
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 and resources for SE block 1 and 2	U
Providing ad-hoc mentor coaching and training where needed	A
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 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 for trainees 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

If a SD lead has any queries about the roles above or what this entails then they should contact the University SD lead as soon as possible to clarify.

SD ALLIANCE LEAD – ROLES AND RESPONSIBILITIES - GENERAL

In line with the School Direct Partnership Agreement, each alliance should have a nominated alliance lead. This will be the key person that will liaise with the university, be the trainees' main point of contact and will attend meetings relating to the SD programme across the academic year. Below outlines some key actions and roles required of the alliance lead, with guidance on time frames to complete each within.

Term	Key roles and actions
Summer term prior to new cohort start	<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 the agreed alliance-led elements • Contact SD trainees and arrange 'keeping warm' event/arrangements for first alliance day • Begin to secure Initial School Based Learning (ISBL) and SE block 1 placements
Summer holidays	<ul style="list-style-type: none"> • Send SD trainees the calendar overview and any other details relating to alliance-led content, session location and session lead contact details. • Firm up the alliance led timetable – send to university SD lead • Plan induction day for SD trainees
Autumn	<ul style="list-style-type: none"> • Submit the 'overview of placements' spreadsheet details – ISBL days and SE1 • Submit final overview timetable of alliance led training to university SD lead • Submit session overviews for all alliance-led training delivered in autumn term to university lead • Attend the SD board meeting • Implement alliance QA of the autumn term alliance led training • Check and provide feedback on Trainee Portfolio, in line with UoM expectations • Arrange at least 2 moderation/support visits for trainees in SE 1 (at least 1 must be face-to-face) • Firm up alliance-led training arrangements for Spring term and inform trainees • Arrange short block placements for Jan/Feb and add details to overview of placements spreadsheet
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 gain feedback/evaluations from trainees following alliance-led sessions • Check and provide feedback on the 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 • Submit session overviews for all alliance-led training delivered in autumn term to university lead • Monitor and feedback on the Trainee Portfolio • Ensure all elements of alliance-led training agreement have been delivered • Arrange at least 2 moderation/support visits for trainees in SE 1 (at least 1 must be face-to-face)

IF AN ALLIANCE LEAD HAS ANY QUERIES ABOUT ANY OF THESE REQUIREMENTS, PLEASE CONTACT THE UNIVERSITY SCHOOL DIRECT LEAD FOR FURTHER GUIDANCE.

SD ALLIANCE LEAD – ROLES AND RESPONSIBILITIES - PLACEMENTS

School Direct alliance leads are responsible for organizing all school experience placements for SD trainees, including ISBL days, short and long blocks. The SD lead is also responsible for the following:

1. QA, MODERATION AND SUPPORT VISITS

During school experience block 1 and block 2, it is expected that the SD alliance lead, or other nominated senior leader, will arrange **at least** two points of contact with each trainee. One visit should include a face-to-face QA observation, moderation and support. This would typically occur in weeks 3-4 of placement. **Appendix A** should be completed following this visit. The other pastoral visit or check in e.g. zoom meeting, after school meeting, should ensure that the trainee continues to be on track and is making expected progress. This may be around week 6-7 of placement, unless concerns are raised prior to this.

During the longer QA visit the SD lead/nominated observer should complete the following elements, to support both the trainee in making progress and to moderate the guidance, targets and support being offered to the trainee:

A face-to-face QA visit should include:

- A thorough check of the Trainee Portfolio beforehand – comments to be left to guide/feedback
- A thorough check of planning files beforehand and commentary on the observed lesson plan to support effective planning for impact.
- 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 to support them with planning and preparation
- A joint lesson observation with the mentor, to support moderation/QA of the targets being set and feedback
- Notes and outcomes of the meeting created and shared with the trainee (using the UoM format)
- Moderation of lesson feedback and observations with the mentor (quality target setting)
- Discussing trainee progress so far with the mentor, including any concerns
- Checking the Professional Development Formative Framework (**Appendix B**) to ensure that the trainee is on track and making progress against the statements for each strand
- Providing expert feedback and support for the trainee

If trainee is experiencing difficulties or if a mentor has expressed concern about the progress or conduct of a trainee then it would be expected that the SD alliance lead may arrange additional visits to those outlined above. The visit 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 issues or concern continued and warranted the use of the university cause for concern system.

2. MONITOR THE TRAINEE PORTFOLIO

The Trainee Portfolio (TP) is a document for all UoM trainees to complete across the programme. This evidences their learning and progress towards meeting the final summative assessment against the Teachers' Standards at the end of the programme. School Direct leads are expected to monitor and provide feedback on this document throughout the programme, but particularly on School Experience.

Key aspects of the Trainee Portfolio to check:

- Curriculum subject log
- Weekly logs
- Professional development formative framework highlighting – at 3 review points (See **App B**)
- Interim review meeting log



**ALLIANCE LED
TRAINING –
EXPECTATIONS,
DOCUMENTATION
AND QA**



ALLIANCE-LED CURRICULUM COVERAGE

As a SD partner with The University of Manchester, it is agreed that each alliance will deliver some of our ITT curriculum within their alliance. Alliances should identify experts within their partnership who are most able to deliver a quality session. 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 should deliver training to the trainees on by the end of the programme.

Content to be delivered in alliances

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

To include:

- an introduction to alliance and its school partners;
- an overview of alliance led training and the programme overview;
- sharing key alliance/school policies, procedures and ethos;
- 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
- expectations of communication and working habits – online, email, attending alliance training, independent work;
- school/alliance specific safeguarding procedures (*including trainee, pupils, e-safety, Covid-19 guidance, social media, PREVENT, keeping children safe documents*);

PRIORITY AREAS:

Foundations subjects (NB: SD trainees will not get any input from the university team on these curriculum subjects, so this needs to be robust and high quality alliance training)

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

Professional Studies topics:

- What is it like in a primary school? Teacher, TA and SLT perspectives and experiences
- An introduction to safeguarding in schools
 - Child protection – daily classroom roles and duties, risk assessments and school policies
 - Child protection – overview of teachers’ statutory duties, including PREVENT, and procedures
 - E-safety – policy and procedures
- Establishing effective classroom and learning environments
- Establishing effective behaviour for learning – behaviour management approaches/strategies, high expectations and support, observing expert mentors and linking to how children develop.
- Effective planning and curriculum design – long term, medium term and short term content and design
- Working effectively with parents/other adults/TAs – building and maintaining relationships
- S.E.N – introduction to SEND, the Code of Practice and key documentation (IEPs, EHCP, Referrals and Review processes) and supporting SEND pupils

- Effective assessment
 - AfL and formative – what, how and why? Using it to inform and impact on learning/learners progress
 - Summative – school level systems, tracking and reporting, NC age-expectations, statutory requirements
- Teaching and supporting EAL pupils
- Planning for and using outdoor learning environments/forest schools
- Key transitions
 - EYFS-KS1 (How EYFS data informs the Year 1 curriculum, transition to the N.C, supporting LA in Year 1)
 - KS1-KS2 (How do KS1 SATs impact upon Year 3 provision?)
 - KS2-KS3 (What information do schools share? What transition work is done?)

Reminder – please submit the following to the university SD lead, as evidence of your curriculum coverage:

1. A basic calendar overview of when the alliance will deliver the alliance-led content (Any updates/edits should be sent through as timetable version 1, version 2 etc)
2. Individual alliance led training session outlines for each alliance led day on the UoM proforma (see next page for example)

SD alliance leads should ensure that session lead completes the relevant overview of their session for the subject and that essential knowledge and links to our curriculum and CCF coverage is an integral part of the planning process. There is an individual proforma created for each aspect of the alliance led training.

SD leads should contact the university SD lead if they do not have access to the overview for a particular subject/session title.

PLANNING AND DELIVERING A QUALITY ITT SESSION (GUIDANCE)

(SD leads should distribute this to any personnel involved in providing SD alliance-led training sessions)

Our ITT curriculum provides trainees opportunities to develop all aspects of the ITT Core Content Framework (CCF) as a minimum. Session leads be clear about which CCF content is being addressed and developed

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

Our ITT teaching models aim to establish a strong link between theory and practice. A good alliance led session would aim to include a balance of the following:

-  **Expert theoretical and practical input to support subject knowledge**
-  **Access to relevant research, literature, reports and resources in relation to the subject focus/ pedagogy**
-  **Focussed demonstrations and modelling of the subject by experts and experienced teachers**
-  **Opportunities to deconstruct teaching demonstrations and approaches**
-  **Opportunities to practice and rehearse live teaching (e.g. with peers, group/classes of pupils)**
-  **Feedback from expert colleagues and opportunities to critique, adapt refine practice (e.g. what works well, or not, and why?)**
-  **Opportunities to improve and adapt teaching and knowledge following feedback and self-reflection**

Prior to/when planning the session, consider:

- The prior knowledge, needs and stage of learning of the trainees at this point in the programme (Is this prior to any school experience or following a SE block? How can you find out about prior knowledge?)
- Any pre-reading that you can ask trainees to engage with before the session
- Any relevant, current resources to provide to support trainee development during the session

During the session:

- *Chunk the session up and deliver in a range of modes to actively incorporate the principles outlined above,*
- Share clear aims and CCF links, so trainees know what they can expect from the session
- Use teaching clips, technology and practical trainee application to help trainee knowledge and understanding
- Try to make explicit links to broader professional studies/learning too e.g. “This is also a good behaviour management strategy because....” “We are now looking at.....which also links to...’
- Make clear National Curriculum/programmes of study reference and look at subject progression.

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

- Focused lesson observations with de-brief/discussions afterwards
- Practical modelled session by expert so the trainee/trainees see modelled pedagogy and subject knowledge
- Reflective enquiry walk through classes/school with a clear focus and then de-brief
- Trainee to plan and teach paired/group work or mini teach in classes

- Independent study and/or focused task time with clear focus
- Book scrutiny and looking at planning across phases
- Opportunities to look at subject progression and assessment
- Small group work – trainer led, trainee observe, group discussion.
- Small group work – trainee plan, trainee lead and group evaluate.
- Group discussions – scenarios, case studies, sub knowledge focus/presentations, follow up to observations

At the end of the session, consider:

- Including a final debrief and summary to bring together the session key points and learning
- Asking for trainee session evaluations and self assessment e.g. What was useful? Even better if..., Next steps now for me...
- Providing trainees with a ‘takeaway(s)’ – resources, group generated ideas, providing post-reading references and resource suggestions or something trainees can use in future to aid their development

SD alliance leads should ensure that session lead completes the relevant overview of their session for the subject and that essential knowledge and links to our curriculum and CCF coverage is an integral part of the planning process.

ALLIANCE-LED SESSION OVERVIEW SAMPLE

Alliance: Session focus: HISTORY Session lead/location: Session length:	Session Overview: <ul style="list-style-type: none"> • Session Hand-outs/pre-reading/post session reading or resource recommendations: <ul style="list-style-type: none"> • 		
			Teaching techniques used to support coverage:
Essential subject specific knowledge	Trainees should learn: <ul style="list-style-type: none"> • That the history content across the NC should include key events, a clear understanding of chronology, narrative, cause and effect and knowledge of the impact of local, national and global historic events including: <ul style="list-style-type: none"> - Stone age, Iron Age, Roman Empire, Anglo-Saxons, Scots, Vikings, early civilisations • That pupils need to know about significant historical events and individuals, both nationally and globally, understand specific terms and vocabulary associated with these and how to empathise with people from different viewpoints. • To understand about local historic events, people and places as part of teaching the history curriculum • To explore and devise creative and cross-curricular approaches, including the use of objects, images and experiences, to teach History effectively 		
Other CCF/curr link	Learn that:	Learn how to:	Teaching techniques used to support coverage:
Standard 3 (Subject and curriculum knowledge)	There are key concepts and a progressive sequence across the NC to ensure pupil make good progress in understanding, skills and knowledge within the subject	Develop effective pedagogies to support pupil understanding of key concepts, skills and knowledge within the subject	
Standard 2 (How pupils learn)	Teaching should focus on activating prior knowledge and integrating new ideas and knowledge with this, so it leads to long-term memory retention	Break down key concepts, and complex ideas within the subject into smaller steps and effectively sequenced teaching	
Standard 4 (Classroom practice)	Effective modelling, clear questioning and explicit explanations can help support pupils to make links to previous learning and build a secure understanding of new knowledge.	Plan and teach well-structured lessons/topics to support pupils to engage and make good progress in the subject.	

Standard 5 (Adaptive teaching)	Adapting teaching is an essential tool required to increase pupil success and long-term learning in the subject	Adapt teaching and pedagogy to support the needs of a range of learners and needs within the context of the subject	
Standard 6 (Assessment)	Effective assessment of the subject is critical to understand pupils needs and to inform future decisions High quality feedback, with specific guidance on strengths and how to improve can impact subject progression	Use formative assessment techniques effectively to identify strengths, gaps and next steps in the subject Utilise formative assessment to inform summative assessment against the NC and age-related expectations for the subject	
Standards 1, 7 and 8	Setting clear goals, routines and expectations is part of effective teaching and outcomes within the subject	Strengthen their pedagogical and subject knowledge by seeking advice and engaging with wider networks/resources related to the subject	

QUALITY ASSURANCE

By 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	<p>Mid-point trainee evaluation of alliance training</p> <p>UoM analysis of alliance led training timetable/coverage and feedback to alliance leads to strengthen provision</p> <p>Some QA visits to be arranged between the alliance and UoM during alliance led training sessions. Report shared with the alliance to outline strengths and any recommendations (Appendix C)</p>	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 trainee per alliance will receive a QA visit per placement. Any areas of concern will be raised with the alliance lead by the UoM. The form completed will be similar to that of the alliance lead form (Appendix A)	<p>Trainees are making progress in line with expectations and are on track to meet the Teachers' Standards by the end of the programme.</p> <p>Adjustments to alliance support ensures the highest standards are maintained and SD trainee outcomes are good</p>
QA of recruitment processes within SD alliances	To ensure that UoM recruitment requirements and compliance is adhered to	<p>Recruitment and selection handbook and input from admissions during a SD board meeting for all alliance leads in Autumn term</p> <p>1 QA visit per recruitment cycle, per alliance</p> <p>Written report shared with alliance lead. Support given where needed, particularly for new SD alliances. (Appendix D)</p>	<p>SD alliance recruit to target numbers in line with UoM recruitment and selection policy.</p> <p>SD perform as well as core trainees due to the rigour and quality of the recruitment process</p>

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, 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 high standard. This may include trainee evaluation, observation of alliance led training sessions and should include the visits, outlined in earlier sections, whilst trainees are on school experience placements. Each alliance should outline their process and approach and should have their own SD partnership agreement to reflect this for their 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 the minimum entitlement as outlined in the roles and responsibilities section. The university SD lead will ask about the processes that each alliance has in place to support continual assessment, reflection and improvement for the alliance led curriculum content.

INTERNAL AND EXTERNAL UNIVERSITY MODERATION

Internal moderation

As previously mentioned, trainees may be visited by an additional university tutor as part of the internal quality assurance process in respect of the moderation of school experience. This is part of our own internal processes to improve and strengthen our curriculum and processes.

External moderation and examination

The university is required to have external examiners to moderate and provide feedback on the programme. An external examiner will visit a sample of trainees. This process is to gain feedback about the quality, rigour and consistency of our programme and the SD provision. 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 required. 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.

Ofsted

All trainees may be subject to a visit or being part of a focus group if we were to receive an Ofsted ITT inspection. The SD lead should 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. SD leads are asked to make themselves available to support the Ofsted process where possible.

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 AND
DEALING WITH
TRAINEE
DIFFICULTIES/
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.

Trainees will all have a University of Manchester email address that should be used as the official vehicle for communication during the academic year. *Please note that personal email addresses and personal information should not be shared without a clear purpose.*

Please refer to your 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/school wished to pursue any issues through official channels.

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/ 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 AND ISSUES PROTOCOLS

Our trainees agree to a code of professional conduct agreement (Appendix K). 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 share their own clear procedure with trainees 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 lead.

Each alliance should be clear about their procedures and expectations regarding trainee professional conduct. These should be clearly shared with trainees during the alliance induction to establish clear expectations from the outset and support the timely resolution of any issues arising. A copy of a simple 'Log of meeting notes' (Appendix E) 'Trainee Personal 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 in this handbook and this would support any alliance procedures and action plans should further action be necessary. 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-led training and school placements is a requirement. Failure to attend university or 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 maximise the opportunities to be in school for at least 120 days.

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 I)

SUPPORTING A TRAINEE WITH SPECIFIC NEEDS OR EXPERIENCING DIFFICULTIES

SPECIFIC DISABILITY OR LEARNING NEED

If a trainee has disclosed a specific difficulty identified within their training, they should have their individual needs dealt with fairly and effectively. 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 reasonable adjustments might affect a placement or alliance training session 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. A framework to support SD leads plan and have a 'difficult conversation' to resolve issues is in **Appendix H**.

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 be unsuccessful in making the required progress following a period of additional support. The cause for concern system is required to be followed should issues persist. The university SD lead should be notified of continued concerns.

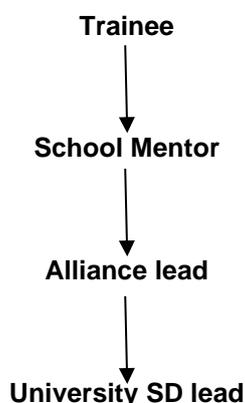
Appendix E – Log of meeting notes

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	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. For any immediate issues and advice please contact our safeguarding officer, Martin Kelly (see contacts section).
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GENERIC TRAINEE ISSUES AND A FLOW CHART OF SUGGESTED ACTIONS:

NB - This does not include any immediate safeguarding issue. This should be escalated immediately
****Please note the need to always have trainee consent to share information.**

Scenario A ↓	Scenario B ↓	Scenario C ↓
Trainee has an issue or cause for concern (Professional, Teacher Standards or well-being)	School Mentor has a cause for concern about a trainee (Professional, Teacher Standards or well-being)	Trainee has a cause for concern relating to the mentor that cannot be resolved (Relationships, support and/or mentoring)
1. Trainee reports issue to school mentor 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.	1. School mentor arranges a meeting with the trainee to share and discuss the concerns 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.	1. Trainee to share concerns with the alliance lead. 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.
Upon review (normally after 2 weeks, depending upon the issue): <u>Issue resolved</u> – no further action. <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)	Upon review (normally after 2 weeks, depending upon the issue): <u>Issue resolved</u> – no further action. <u>Issue unresolved/continuing</u> – mentor (with consent) and/or trainee to report to alliance lead, for further support. (Move to point 2)	Upon review: <u>Issue resolved</u> – no further action <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>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). -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). -Timeframes agreed for actions. ** If this is a wellbeing issue that is of concern then, with trainee permission, this may be shared with relevant UoM and healthcare professionals 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. - Discussion of remaining issues, to be recorded on meeting log (App E) and actions agreed. Timeframes agreed.</p> <p><i>NB: If a trainee has to be moved to another school, then a support plan should be created by the SD lead to facilitate this.</i></p>
	
<p>1. University SD 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). -Discussion of issues remaining and progress towards TSP set. - -Follow up meeting date agreed. -If relevant, the UoM cause for concern process may be used*</p>	

* The flow chart of the Primary PGCE cause for concern system is on the next page.

TRAINEE HEALTH AND WELL-BEING – UNIVERSITY CONTACTS AND SUPPORT

The university counselling service offers support and online therapeutic resources, free to students. These can be accessed via the UoM counselling website:

<https://www.counsellingservice.manchester.ac.uk> or by phoning **0161 275 2864** to make an appointment.

There is also a lot of student support available through the University website:

<https://www.studentsupport.manchester.ac.uk/>

The university Occupational health service can also be accessed by trainees if support of an assessment should be required. <http://www.occhealth.manchester.ac.uk/> or 0161 275 2858

Please note: You can direct trainees to these 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 CAUSE FOR CONCERN FLOWCHART

This system is in place to support trainees during times of difficulty or if they are not on track to meet the expectations of the placement and/or programme. Mentors and tutors should access the early stages of this process as soon as required in order to try to remedy the issues e.g. creation of a support plan. However, if this is not successful then the latter stages of concern will be applied.

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 – A CHILD ON SCHOOL PLACEMENT

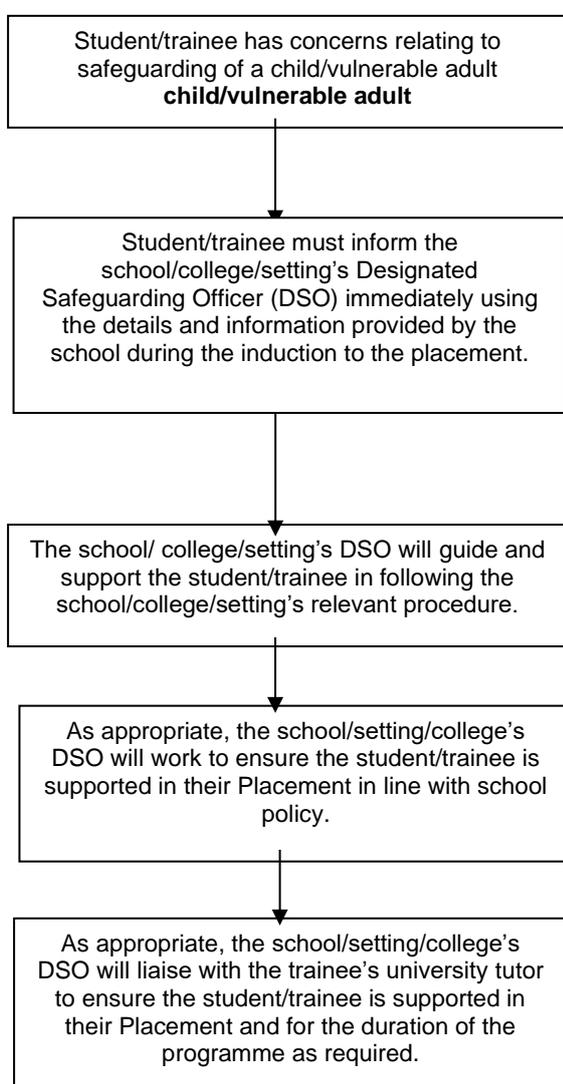
MANAGEMENT OF A CAUSE FOR CONCERN DURING PLACEMENT RELATED TO THE SAFEGUARDING OF A CHILD/VULNERABLE ADULT (PG.1)

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.

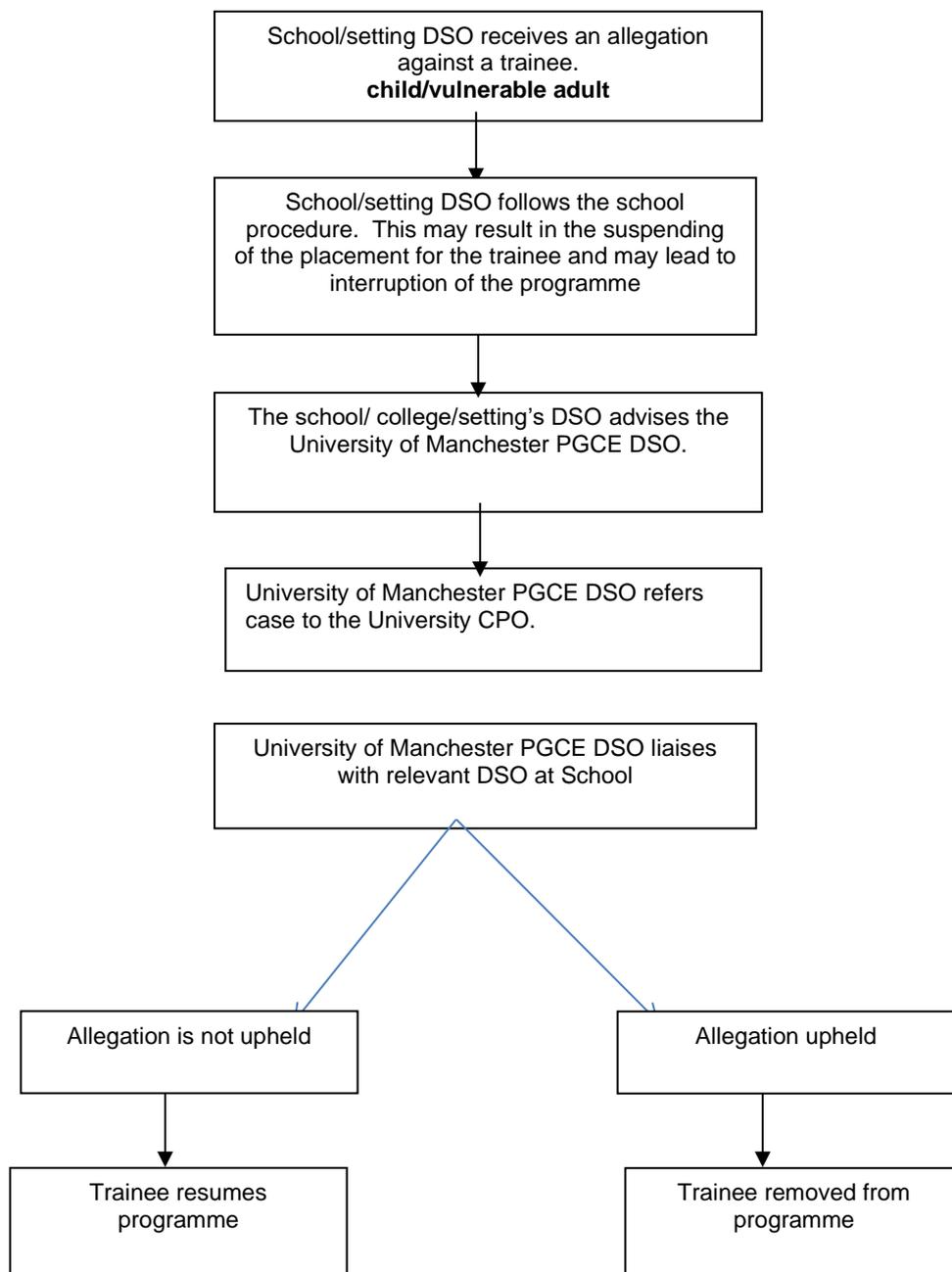
Trainee Teachers should avoid, within the context of the school, where possible, being alone with an individual child. They should also be aware that they should not let the child think information can be kept secret, and should note carefully any comments made.

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



A) SD LEAD QA VISIT AND LESSON OBSERVATION FORM

Trainee:		Date:	
School/year group:		Meeting number:	1 2 3 (circle)
Mentor:			Other:

FILES AND DOCUMENTATION

Trainee Portfolio (TP)	Yes	No	Action(s) agreed*
Has the TP been checked prior to/as part of this visit?	<input type="checkbox"/>	<input type="checkbox"/>	Please refer to your Trainee Portfolio for any actions/comments that need to be addressed.
Is the trainee aware of any actions required in their TP?	<input type="checkbox"/>	<input type="checkbox"/>	
Are there any concerns about the trainee response to comments or the quality of their TP? <i>(if yes, please discuss this with the trainee)</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Files and trainee professional responsibilities			
Are all files available and organised in line with the handbook expectations?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the attendance record up-to-date?	<input type="checkbox"/>	<input type="checkbox"/>	
Are weekly 'Focus area' proformas up-to-date?	<input type="checkbox"/>	<input type="checkbox"/>	

PLANNING AND ASSESSMENT

Planning overview	Yes	No	Action(s) agreed*	
Is there a weekly plan completed for: a) English b) Maths and c) Other subjects?	<input type="checkbox"/>	<input type="checkbox"/>		
Are individual lesson plans complete and up to date?	<input type="checkbox"/>	<input type="checkbox"/>		
Quality of individual lesson planning	High	Good	Not yet evident	
Clear learning objectives and linked success criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key questions planned/evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Active learning and pupil engagement opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Consideration of teaching issues <i>e.g. differentiation, additional adult deployment and SEND support</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Consideration of classroom management <i>e.g. transitions, accessing resources, safety.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indication of what learning will be assessed and when/how	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate resources sought and prepared in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment overview	Yes	No		
Is the trainee assessing pupil progress after each lesson?	<input type="checkbox"/>	<input type="checkbox"/>		
Is the trainee adapting next lessons as a result of teaching, assessing and marking?	<input type="checkbox"/>	<input type="checkbox"/>		

OBSERVED SNAPSHOT LESSON ANALYSIS

Subject:		Joint observation?	YES / NO
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Planning – quality and impact:	Strand
<ul style="list-style-type: none"> • 	

Teaching (inc. subject knowledge) – quality and impact:	Strand
<ul style="list-style-type: none"> • 	

B) THE PROFESSIONAL DEVELOPMENT FORMATIVE FRAMEWORK

This Professional Development Formative Framework should be regularly discussed between the trainee and their mentor. Achieved statements should be highlighting each interim and final review point (week 3, 6 and final week in each long block. The highlighted statements evidence achievement aspects of the Core Content Framework (CCF) strands and help provide evidence towards meeting the Teachers' Standards by the end of the programme.

Alliance leads are expected to monitor this document; providing feedback and support if specific areas are a concern or are lacking progress. SD leads can use this to help identify priority target areas for the trainee. If this is not kept up to date then the SD lead should liaise with the trainee and mentor.

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	 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.

C) UOM QA FORM – ALLIANCE LED TRAINING

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	

D) UOM QA FORM – RECRUITMENT AND SELECTION

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	

E) LOG OF MEETING NOTES PROFORMA

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			
	I consent to the details from this meeting being shared with people relevant to supporting the actions required. Yes / No Signed:		

F) TRAINEE PERSONAL SUPPORT PLAN PROFORMA

Trainee	
Tutor/mentor	
Plan start date	

Areas to address and relevant strand reference		
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In order to support you and address your needs, the following actions have been agreed:

You will...	
The mentor will....	
The university tutor will...	
Evidence of progress will include:	

By completing this section this indicates that the personal support plan has been discussed and agreed.

Trainee:	Tutor/mentor:	Date:
Agreed date/time of review:		Name of person generating the support plan:

REVIEW OF TRAINEE PERSONAL SUPPORT PLAN

Present:	Date:
Evaluation of progress:	
Further actions:	

Copies of this support plan may be shared with the trainee, university tutor, school mentor(s) and programme leaders only. This must not be shared with any other third parties

H) MANAGING A DIFFICULT CONVERSATION

DIFFICULT CONVERSATION FRAMEWORK

Maintaining good working relationships is crucial for the pupils, mentor and trainee. On occasion a trainee may act in a way that a mentor or staff member believes is inappropriate or causes an issue. It is vital that a professional dialogue occurs as quickly as possible to resolve the issue and to prevent this affecting working relationships. This may require a difficult conversation between the mentor and trainee. This framework is designed to support mentors to address an issue with a view to get a positive and swift resolution.

Preparation (*things to consider prior to asking the trainee for a conversation*)

1) What is happening?

2) What are my reasons for having this conversation?

3) What has contributed to the situation?

4) What do I hope this conversation will achieve? (*consider if it is just to 'get a gripe off your chest' or has a purpose/resolution as the focus*)

5) What assumption am I making about the other person's intentions?

6) What might the other person be thinking about the situation? (*e.g. your pre-conceptions of their view/intentions*)

7) What are my concerns about having this conversation? (*risks, potential outcomes*)

DIFFICULT CONVERSATION – MEETING STRUCTURE

Below is a suggested agenda or framework for the planning the conversation starter.

1. The 30 second introduction (see next page for guidance and examples)

Opening the conversation.

Describe what is happening - provide specific examples of the behaviours and **facts*** about the situation that you want to discuss. **Ensure that you are not using evaluative or judgmental statements – do not make assumptions, stick to factual information only.*

Describe the effect the issue is having – describe clearly the effect this is having and on whom, without assigning blame or making assumptions.

Identify what has contributed to the problem – again, stick to facts, not assumptions of the other persons' motivation or intentions.

2. Invite discussion

Try to find out as much as possible about the other person's point of view – finish with a question, to encourage a response to your introduction and then listen.

Can you say a little more about how you see things?

How is this affecting you?

What is your view of this?

What do you want to happen?

Can you tell me how you see the situation?

What is your perspective on this?

How do you feel about what I have just said?

How can we prevent this from happening again?

What are the barriers to us achieving this?

How do you feel we can move forward from here?

What options do you think are open to us in this situation?

3. Discuss alternatives

Look to make this a collaborative process, so the issue is resolved and positive relationships are maintained

4. Agree way forward

Make sure both parties know what their role in this is

5. Close

It is important to do this clearly otherwise so that the placement runs smoothly for both you and the trainee.....

'Thank you for agreeing to discuss xxx - don't hesitate to speak to me if you need to discuss further.

'Thanks for listening xxx, I am really pleased that we have a clearer understanding/view on this.

DIFFICULT CONVERSATION – THE 30 SECOND MEETING OPENER

Before beginning a difficult conversation, it is worth spending time preparing and writing a 30 second introduction. This allows the tone and focus of the conversation to be clear, neutral and to the point.

An opening statement

'I would like to talk to you about.....'

'I would like to see if we can reach a better understanding about how we are going to manage

'I think we might have different perceptions about....'

Try to avoid indirect openers such as 'How did you feel the meeting/session went today...' or 'Is everything okay?'

A description of what is happening

Provide specific examples of the behaviour or the situation that you want to discuss, ensure that you are not using evaluative or judgemental statements – **stick to facts**, avoid making assumptions of the other person/their behaviours.

A description of the effect of that behaviour

Clearly describe the effect or the above. e.g. on pupils, on you/other staff, on their progress, on their wellbeing

Clarification of impact/what is at stake

'I am concerned about this as I think it affecting your working relationship with and so would like to find a resolution for you both.'

'I am concerned that you might become increasingly under pressure to meet the placement requirements if...

'I do not want you to miss out on opportunities to....'

Acknowledge of your contribution to the problem (if appropriate)

'I recognise that we probably should have had this conversation a while ago'

'I appreciate that my explanation was short and lacked clarity'

'I know I am not always easy to get hold of.'

Asking question to invite them to join the conversation

Decide which question you are going to end with open the two-way conversation in a positive way.

OPENING STATEMENT – EXAMPLES

Scenario 1 - you (mentor) have noticed that your trainee is not arriving in enough time in the morning to properly prepare for his/her lessons.

'I'd like to talk to you about this morning's lesson. I noticed that you didn't have enough time to get your resources ready and this has happened on a number of occasions. As the resources weren't ready the children were unsure of what to do and this then affected the pace of the lesson and ultimately the children's behaviour. This then also resulted in some of the children not making as much progress as they should have. I'm concerned that this will impact on their learning over time and be a barrier to you achieving progress in this strand. What is your view on this and is there anything we can do together to help address this?'

Scenario 2 – you have noticed that the relationship between you (mentor) and the trainee is very strained

'I would like to hear your perspective about the way we work professionally together and share my perspective as well. I have found that we are disagreeing quite a lot e.g. response to my feedback after lessons and approaches to your teaching. This is causing me some stress and anxiety and feels like a barrier between us. I am aware that we both have to continue to work together effectively for the remainder of the practice to ensure the children and you continue to make progress. I am keen to do so, so it is a positive and successful experience for the pupils, you and me. What are your thoughts about this?'

I) UOM ATTENDANCE & REPORTING ABSENCE GUIDANCE (DISSEMINATED TO TRAINEES)

Each alliance should share clear expectations with trainees in relation to reporting any absences to the lead at the outset of the programme. Trainees should also follow the guidance below, provided by the university.

Full attendance is expected during all university and alliance led sessions in addition to school experience placements. School mentors are asked to sign each attendance log each week, to confirm that this is a true and accurate record. Trainees will be required to upload the fully signed attendance log at the end of each placement to our university system.

REPORTING ABSENCE FROM PLACEMENT (GUIDANCE PROVIDED TO TRAINEES)

If you are unwell and cannot attend placement, **you must follow this procedure:**

- **Step 1:** contact your mentor and your university tutor or SD alliance lead and phone the school office by 8am on the first day of absence so that all the relevant people are informed of your absence.
- **Step 2:** Complete the university online absence form to report your absence. The link for this form can be found on the Blackboard homepage under 'record your absence' (grey section). You will need to report each day of absence.

REQUESTING AN ABSENCE IN ADVANCE FROM PLACEMENT

Request permission for the absence from the head teacher, school mentor and your professional tutor. If the absence is agreed by all parties, then follow **step 2** above.

Please note: The headteacher, alliance lead, mentor and your professional tutor reserve the right to decline the request for absence if there is a valid reason to do so (for example, a request may be declined if an excessive number of absences has already been requested and the trainee is at risk of not meeting the Teachers' Standards by the end of the programme).

If absent for longer than one day, trainees must keep their school, mentor, tutor and SD alliance lead updated and informed about their absence regularly, so that plans can be made for the class. Please let the school know when you will return to the placement.

CONTACTING YOUR MENTOR AND PROFESSIONAL TUTOR/ALLIANCE LEAD

Mentors and professional tutors are asked to discuss and agree their preferred methods of contact with trainees (e.g. this may be text, email, phone call).

If a message has been left on a school answer phone then trainees must still endeavour to speak to a member of staff member as soon as possible after this. This is to ensure that someone has received the message and passed it on to the correct person as answer machine messages may not be picked up until after teaching time begins.

ABSENCES FOR VISITING A SCHOOL AND ATTENDING AN INTERVIEW FOR YOUR FIRST JOB

Applying for your first job will involve an interview. As soon as you know the date and time for your interview, please request your absence following the procedures above. Depending on the timing and location of the interview, please try to minimise the time you will be absent from the programme as too much time off could delay your progress towards meeting the Teachers' Standards.

If you have been successful in your application for a job, sometimes headteachers will invite you to look around a school on a specific day at a specific time before the day of the interview. We encourage you to do this as it can sometimes be considered as a pre-interview activity. It also gives you a good sense of the school ethos and culture.

We **do not** authorise absences to look around different schools on spec if you have not yet applied or been offered an interview. Too many absences from the taught course/alliance led training or placement days could leave you at risk of not completing your training to the expected level by the end of the programme. If you wish to arrange a visit to a school before applying for a job, please arrange this outside school/university taught course hours.

J) UOM CODE OF PROFESSIONAL CONDUCT (DISSEMINATED TO TRAINEES)

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.

Extract from the trainee handbook:

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.