

Alliance Led Training Content and Expectations 2022-23

By signing the partnership agreement with The University of Manchester, it is agreed that the alliance will deliver agreed aspects of our ITT curriculum within the alliance. All SD trainees will attend English, Maths and Science sessions at the university, along with some professional studies subjects.

The table below outlines the content and training that alliances agree to deliver to their trainees by the end of the programme. Any additional subject areas, opportunities and training provided by individual alliances will help enrich and enhance the trainee's knowledge and curriculum. However, it is expected that all the subjects below will be planned and delivered by the alliance by the end of the programme as a minimum trainee entitlement.

What needs to be submitted to the university by each SD lead?

1. A basic calendar overview of when the alliance will deliver the alliance-led content
2. Individual alliance led training session outlines (Form 1) for each alliance led day

A basic timetable should be sent by the alliance lead to the university SD lead to show when your alliance intend to deliver the subjects and content outlined below. Any updated timetable versions should be sent to the SD university lead as required.

In addition, a more detailed session overview should be submitted to the university SD lead for each alliance led day, to give a clear overview of what was covered in the session and how this supports the delivery of the CCF expectations (**use Form 1**). This will be retained for QA and monitoring purposes. The agreed proforma for this information follows this content overview.

Alliance-led content

- 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, social media, PREVENT, keeping children safe documents*);
- any relevant updates on Covid-19 ways of working – what will this mean for them when they attend schools for training, placement etc. Expectations?

PRIORITY ALLIANCE LED TRAINING 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?)