



# Primary PGCE

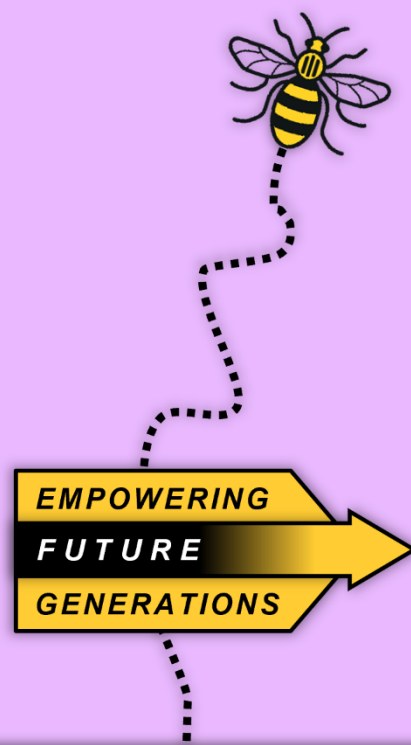
Manchester Institute of Education  
The University of Manchester  
Oxford Road  
Manchester  
M13 9PL

[www.manchester.ac.uk](http://www.manchester.ac.uk)



## School Experience handbook

for mentors



2022-23

## CONTENTS PAGE

Contents Page.....	2
<b>SECTION 1: INTRODUCTION TO OUR CURRICULUM AND ROLES/ RESPONSIBILITIES .....</b>	<b>3</b>
Introduction.....	4
University key contacts.....	5
Our curriculum.....	6
Award of QTS – how our trainees are assessed.....	7
the trainee - Roles and responsibilities.....	8
Trainee responsibilities - Attendance.....	9
Trainee responsibilities - Professionalism.....	10
The mentor - roles and responsibilities.....	11
The school ITT coordinator – roles and responsibilities .....	13
The university tutor (UT) – roles and responsibilities (core trainees).....	14
The alliance lead – roles and responsibilities (School Direct trainees) .....	15
<b>SECTION 2: SCHOOL INDUCTION, SAFEGUARDING AND CONCERNS ABOUT TRAINEES .....</b>	<b>16</b>
Induction and safeguarding expectations.....	17
Concerns about a trainee during school experience .....	18
Sharing information about trainees .....	20
Safeguarding – trainees signing into schools and DBS .....	20
<b>SECTION 3: PROVIDING QUALITY FEEDBACK AND SUPPORTING TRAINEES .....</b>	<b>21</b>
Providing helpful verbal feedback .....	22
Providing helpful written feedback .....	23
Supporting struggling trainees .....	25
Challenging ‘high achieving’ trainees .....	26
Managing a difficult conversation with a trainee.....	29
Difficult conversations – meeting structure.....	30
Difficult conversations – the 30 second meeting opener .....	31
<b>SCHOOL EXPERIENCE DOCUMENTATION AND EXEMPLARS.....</b>	<b>32</b>
Appendix A – Safeguarding letter to school partners.....	..
Appendix B – Personalised trainee safeguarding letter for schools .....	..
Appendix C (i) – Weekly mentor feedback form (ii) Weekly mentor feedback form example .....	..
Appendix D (i) – Professional Development Formative Framework (ii) Example highlighted framework.....	..
Appendix E – Trainee personal support plan form .....	..
Appendix F - Four Stage Cause-for-Concern Flowchart.....	..
Appendix G – End of school experience mentor report .....	..
Appendix H – Trainee weekly log form (Trainee Portfolio).....	..
Appendix I – Example of an attendance log.....	..
Appendix J – Ofsted in my placement school – FAQs for trainees .....	..



# SECTION 1: INTRODUCTION TO OUR CURRICULUM AND ROLES/ RESPONSIBILITIES



## INTRODUCTION

*"A good mentor teaches you how to think, not what to think" - Anon*

The primary PGCE team wish to thank you for agreeing to mentor one of our trainees. We know teachers are exceptionally busy and that whilst mentoring a trainee is a rewarding experience, it is also a big responsibility. However, judging by the number of teachers that return to mentor our trainees year after year, the benefits of taking on the role clearly make the time and effort worthwhile.

Your expertise and knowledge are essential components and contributors to our PGCE curriculum. Trainees gain so much from the opportunities to put theory into practice, whilst having the support of an expert mentor to provide additional context, knowledge and help further their professional understanding and philosophy.

This handbook is designed to train and support both new and experienced mentors in their role. It is also further supplemented by our mentor website, which has training videos, exemplar documentation, further guidance, relevant research and more. Please do engage with this to support you in getting the most out of your mentoring role for yourself and your trainee.

Thank you for playing such an essential role in training the next generation of teachers.



Karen Kilkenny  
Primary Partnership Lead

**Mentor resource site link:**

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

**QR code**



## UNIVERSITY KEY CONTACTS

### Tutors with university course responsibilities

Co-Programme Director, Course Leader for Humanities and Cross-Curricular Studies	Liz Birchinall <a href="mailto:liz.birchinall@manchester.ac.uk">liz.birchinall@manchester.ac.uk</a>	0161 275 4965 Room A2.20
Co-Programme Director, Co-lead for Professional Studies	Dr Rebecca Phillips <a href="mailto:rebecca.phillips-2@manchester.ac.uk">rebecca.phillips-2@manchester.ac.uk</a>	0161 275 3408 Room A2.20
Primary School Partnership Lead and School Direct Programme Lead	Karen Kilkenny <a href="mailto:karen.kilkenny@manchester.ac.uk">karen.kilkenny@manchester.ac.uk</a>	0161 275 4967 Room A2.12
Course Leaders for English	Dr. Lise Hopwood <a href="mailto:lise.hopwood@manchester.ac.uk">lise.hopwood@manchester.ac.uk</a>	0161 275 8470 Room A2.13
	Rebecca Simpson-Hargreaves <a href="mailto:rebecca.simpson-hargreaves@manchester.ac.uk">rebecca.simpson-hargreaves@manchester.ac.uk</a>	0161 275 3487 Room A2.9
Course Leaders for Mathematics	Natalie Jayson <a href="mailto:natalie.jayson@manchester.ac.uk">natalie.jayson@manchester.ac.uk</a> Laurence Hicks <a href="mailto:laurence.hicks@manchester.ac.uk">laurence.hicks@manchester.ac.uk</a>	0161 275 3408 Room A2.14/ A2.8
Co-lead for Professional Studies and Admissions tutor	Martin Kelly <a href="mailto:martin.kelly@manchester.ac.uk">martin.kelly@manchester.ac.uk</a>	0161 275 3467 Room A2.15

### Professional tutors

Professional Tutor – Black Knight cluster	Natalie Jayson <a href="mailto:natalie.jayson@manchester.ac.uk">natalie.jayson@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Bridgewater cluster	Karen Beswick <a href="mailto:karen.beswick@manchester.ac.uk">karen.beswick@manchester.ac.uk</a>	Room A2.8
Professional Tutor – High Peak cluster	Andrew Rhodes <a href="mailto:andrew.rhodes@manchester.ac.uk">andrew.rhodes@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Inner Manchester cluster	Tina Tomlinson <a href="mailto:christina.tomlinson-2@manchester.ac.uk">christina.tomlinson-2@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Oldham cluster	Janet Hand <a href="mailto:janet.hand@manchester.ac.uk">janet.hand@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Pennine cluster	Helen Brougham <a href="mailto:helen.brougham@manchester.ac.uk">helen.brougham@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Rochdale Cluster	Martin Kelly <a href="mailto:martin.kelly@manchester.ac.uk">martin.kelly@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Stockport cluster	David James <a href="mailto:david.james-2@manchester.ac.uk">david.james-2@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Tame Valley cluster	Joanna Burrows (Maternity leave until Dec 2022) <a href="mailto:joanna.burrows@manchester.ac.uk">joanna.burrows@manchester.ac.uk</a>	Room A2.8
Professional Tutor – Trafford cluster	Jayne Dickinson <a href="mailto:jayne.dickinson@manchester.ac.uk">jayne.dickinson@manchester.ac.uk</a>	Room A2.8

**Administrative Team - [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk) 0161 275 8472**

## OUR CURRICULUM

Our curriculum is carefully and intentionally constructed to explicitly deliver the requirements and principles of the Department for Education ITT Core Content Framework (CCF), alongside additional content that we believe is essential and moves beyond these foundations.

Our curriculum is ambitious, challenging and also 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. Incorporating the CCF principles, we have 5 strands that are referenced and developed during taught sessions and school experiences.

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 taught sessions, academic assignments and practical school experience placements. Our university session content is delivered through a range of interactive delivery and pedagogical approaches. School Direct trainees will have their foundation subject training and some of the professional studies curriculum delivered by their alliance, through a timetable unique to each alliance.

### School Experience Placements

Regular teaching practice is an essential element of our curriculum. Experiences in 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.

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, our university tutor team visit and collaborate with our mentors to ensure that both mentors and trainees are equipped and supported to meet their respective roles and responsibilities.

Trainees should spend time with their school mentors discussing their ITT curriculum and knowledge so far at the beginning of placements. This will help both to plan how best to maximise and further the professional knowledge of the trainee in practise whilst on placement.

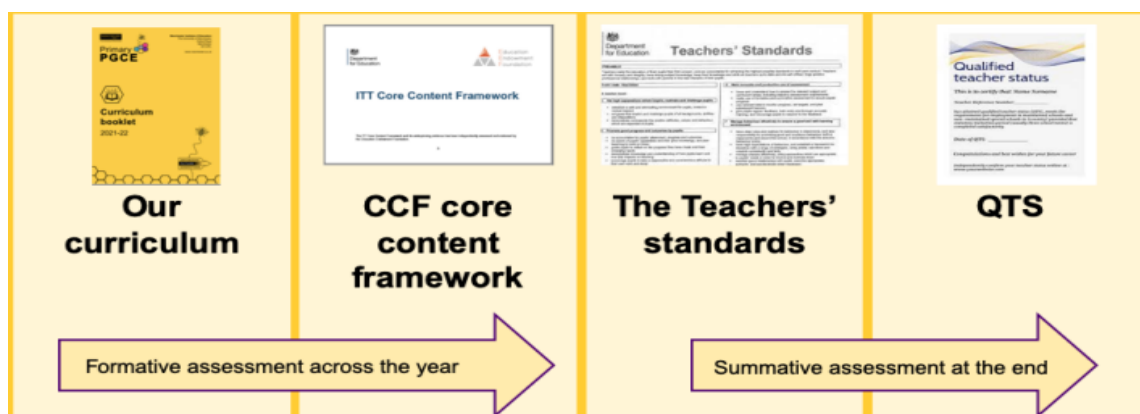
Our ITT curriculum continues to evolve in response to the ever-changing educational landscape and is driven by our University of Manchester ITT programme vision: ***"Empowering future generations"***

## AWARD OF QTS – HOW OUR TRAINEES ARE ASSESSED

### PRIMARY PGCE ASSESSMENT FRAMEWORK

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 across the programme monitors and tracks trainee progress towards meeting the Teachers' Standards. School mentors play an essential role in formatively assessing trainees across the programme.

Overview of assessment across the PGCE programme:

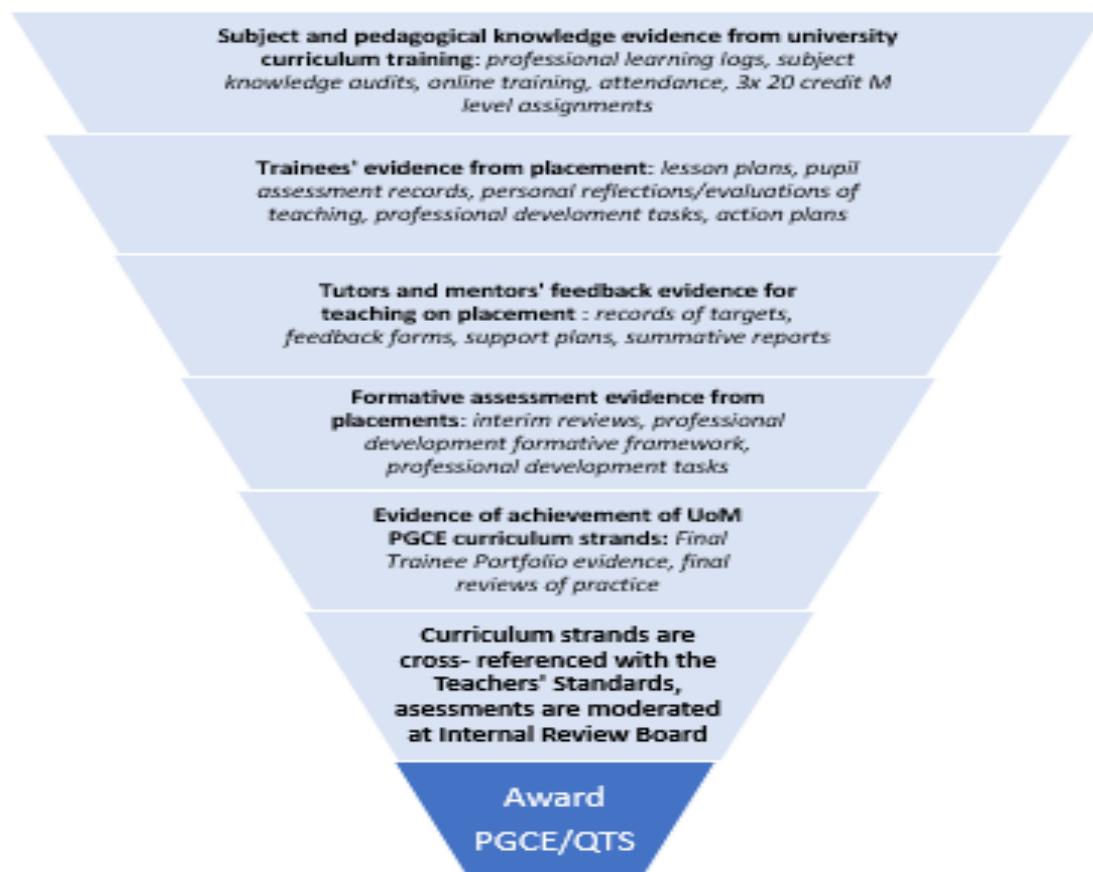


Evidence contributing towards the final summative assessment

#### University of Manchester Primary PGCE

**Final assessment process:** how formative assessment of our curriculum strands links to final summative assessment against the Teachers' Standards

Evidence can be found in the Trainee Portfolio, trainees' teaching and learning files.



## THE TRAINEE - ROLES AND RESPONSIBILITIES

All University of Manchester trainees are expected to adhere to the code of professional conduct, which can be found in the course handbook.

### SCHOOL WIDE ASPECTS OF PLACEMENTS

Trainees are expected to:

- ① be punctual, arriving at school no later than 8.00 am and not leaving before 4.30pm except in circumstances as negotiated with the mentor;
- ① set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English;
- ① carry out, in a professional manner, tasks as required by the head teacher, university and mentor;
- ① understand their pastoral responsibilities including the safeguarding, health and safety of all pupils;
- ① manage any bullying or discrimination issues calmly;
- ① establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils;
- ① involve themselves in the wider life of the school e.g. attending staff meetings and school events when invited and where appropriate. *NB - Trainee teachers cannot legally take full responsibility for playground supervision but will be expected to join a member of staff carrying out this duty, where possible.*
- ① maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers;
- ① make themselves aware of school policies and procedures and, with the guidance of the school mentor, apply them appropriately;
- ① return resources or materials belonging to the school at the end of the placement.

### SPECIFIC PROFESSIONAL ASPECTS OF CLASSROOM ROLE

Trainees are expected to:

- ① plan and prepare allocated lessons in advance, and in close support and liaison with the mentor, mark work promptly in accordance with school policy and procedures;
- ① ensure that all the resources necessary to teach their lesson are prepared in advance and ready before the lesson;
- ① record an accurate assessment of pupil progress resulting from the lesson;
- ① reflect on and evaluate the effectiveness of their teaching and learning strategies and adapt regularly as part of their professional learning journey;
- ① maximise opportunities to extend and deepen their own professional knowledge through maximising opportunities offered by the expert mentor and/or school during the placement
- ① maintain school placement files and have them available at all times;
- ① listen to constructive advice and act upon it to the best of their ability;
- ① take responsibility for their professional development and professional behaviour;
- ① seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly;
- ① ensure that the classroom is tidy at the end of the day;
- ① build the subject knowledge required to teach effectively within the National Curriculum;
- ① keep up to date with developments in the subjects they teach;
- ① demonstrate achievement of our curriculum strands at their stage of learning, in order to make good progress towards meeting the Teachers' Standards and achieving QTS at the end of the programme.



## TRAINEE RESPONSIBILITIES - ATTENDANCE

### ATTENDANCE EXPECTATIONS

Full attendance is expected during **all** 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.

## TRAINEE RESPONSIBILITIES - PROFESSIONALISM

Trainees are expected to always uphold Part 2 of the Teachers' Standards and demonstrate consistently high standards of personal and professional conduct at all times. This relates to Strand E of our Professional Development Formative Framework and is an essential component of our curriculum. If a mentor or school is concerned about an aspect of professional conduct then they should raise this concern with the trainee as soon as possible, so they can address this. Where there remains an ongoing concern then the mentor should contact the university tutor or alliance lead to discuss this further.

The school mentor should provide the trainee with any school policies or handbooks relating to staff and/or professional conduct at the beginning of the placement, so they are clear about any school-specific expectations.

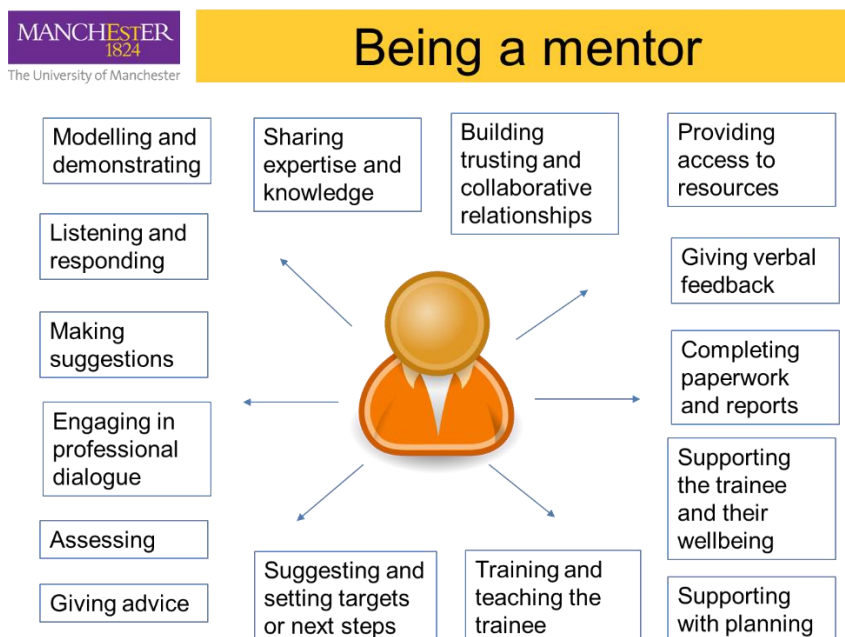
Any safeguarding issue should be raised immediately with the university tutor and our university safeguarding lead tutor, Martin Kelly ([martin.kelly@manchester.ac.uk](mailto:martin.kelly@manchester.ac.uk)).

### APPROPRIATE DRESS AND BEHAVIOUR

- ① Trainees should present themselves in an appropriate and professional manner when on school placement. It is expected that they will treat pupils and colleagues with respect and dignity and will endeavour to make a positive contribution to the ethos of their placement school.
- ① Any school policy in relation to this area should be shared with the trainee on their first day in school, to ensure they are informed and able to adhere to the expectations of the placement school.

## THE MENTOR - ROLES AND RESPONSIBILITIES

By agreeing to work in partnership with the university, each school has committed to fulfil the roles and responsibilities of being a host school and mentoring a trainee, as outlined in the **UoM PGCE Partnership Agreement** (a copy of the full agreement will be emailed to each school prior to placement).



### MENTOR ROLES AND RESPONSIBILITIES

Mentors should seek to establish an approachable, supportive and professional working relationship with the trainee, to allow both parties to get the most out of the experience.

Mentors are required to complete the following formative assessments:

- one weekly written UoM mentor feedback form (**Appendix C**)
- two interim review points to reflect upon trainee progress, strengths and next steps on the Professional Development Formative Framework
- one final review summary to establish trainee progress over the SE placement and gaps/next steps
- the end of SE placement mentor report to summarise trainee progress, strengths and identify next steps

#### At an administrative level, the mentor will:

- ① be trained by the University of Manchester and have access to additional support and training materials during the placement;
- ① complete the interim and final review meetings, to ensure the trainee is clear about their strengths, development and target areas;
- ① ensure the trainee is familiar with, and adheres to, relevant school policies, including safeguarding;
- ① check and sign the trainee's attendance log each week
- ① plan a suitable build-up of trainee teaching input for the placement, to support and meet the placement expectations;
- ① ensure that the trainee has access to resources for teaching all subjects and knows their purpose;
- ① complete an 'End of placement mentor report' to summarise the trainee's progress against the 5 strands and identify developmental targets;
- ① provide feedback about the experience of being a mentor by completing the university's evaluation of school-based training.

### During the placement, the mentor will:

- ① provide feedback and share expertise on planning and pedagogy throughout the placement through modelling, demonstrating and informal discussions with the trainee;
- ① engage in weekly professional feedback and dialogue to help them improve their teaching and pupils' learning (using Appendix C)
- ① identify and monitor targets set for trainee development and provide support in order for the trainee to achieve these;
- ① provide opportunities for the trainee to develop and learn about/from the focus area tasks each week;
- ① facilitate regular opportunities for the trainee to observe good teaching;
- ① regularly monitor trainee files and completion of the relevant sections of the Trainee Portfolio;
- ① ensure the trainee has appropriate expectations of pupils, and that pupils' work is of a satisfactory standard and shows progress;
- ① check that the trainee monitors and marks work and gives appropriate feedback;
- ① check that the trainee makes use of assessment and can explain how it has influenced/changed their future teaching;
- ① provide additional support and guidance to help a trainee who may be struggling to make expected progress;
- ① share any concerns sensitively and quickly with the trainee and, where necessary, their university tutor or SD alliance lead;

## THE SCHOOL ITT COORDINATOR – ROLES AND RESPONSIBILITIES

A partner school may have a co-ordinator responsible for ITT and trainees. The coordinator has a vital role in the partnership in terms of liaison, organisation and facilitation of effective training and professional learning within the school setting.

### At an administrative level, the school co-ordinator will:

- ① liaise with the hub school and university tutor (UT) regarding the allocation of training places;
- ① seek feedback from colleagues acting as mentors about the experience, progress and any concerns of the trainee;
- ① be an additional source of support, guidance and expertise for the trainee to access;
- ① organise opportunities for trainees to complete focus area work and observe and/or work with a range of experts in the school to support and maximise their professional development;
- ① attend the training days, if appropriate;
- ① ensure that the school and mentor are meeting the expectations of their roles, in line with the UoM partnership agreement.

### During placement, the school co-ordinator will:

- ① welcome trainees into the school and ensure they are familiar with the school's policies and procedures;
- ① monitor, observe and moderate mentor formative assessment of trainees and provide guidance to the mentor as required;
- ① regularly check in with trainees and mentors to ensure that the placement is progressing as expected and to check trainee wellbeing.

## THE UNIVERSITY TUTOR (UT) – ROLES AND RESPONSIBILITIES (CORE TRAINEES)

Core PGCE trainees will continue to be allocated to a university tutor (UT) and will be supported by this tutor for the duration of the course. We aim to place trainees within the allocated tutor's cluster group of schools but occasionally another cluster school may be used. Where possible, the trainee's UT will continue to supervise and support the trainee.

### During school experience block 1 and 2 the UT will:

- ① act as a moderator and validator of the school experience training for trainees;
- ① provide training and support for the mentor to ensure that they are fulfilling their role confidently and effectively;
- ① moderate mentor assessments and targets through snapshot observations, with the mentor where possible, to ensure that the trainee is making progress and mentor feedback is reflective of the stage of learning that the trainee is at;
- ① moderate and check that the trainee is making expected progress for the stage of the programme and are moving towards meeting the standards and expectations required to be recommended for QTS by the end of the programme;
- ① monitor the Trainee Portfolio document and give appropriate feedback and targets;
- ① support the trainee to reflect, learn and develop their teaching skills and emerging educational philosophy;
- ① discuss progress, strengths and next steps with the school mentor, as part of training, moderation and quality assurance process;
- ① monitor the wellbeing of the trainee throughout the placement and provide support where necessary;
- ① inform the trainee of any serious concerns that might threaten their successful progress and completion of the school experience and provide bespoke support where required;

A core trainee should expect three points of contact during the school experience block\*.

*\*This may be subject to change in response to any trainee, mentor and/or school needs pr additional circumstances*

## THE ALLIANCE LEAD – ROLES AND RESPONSIBILITIES (SCHOOL DIRECT TRAINEES)

School Direct (SD) trainee placements are overseen and monitored by their SD alliance lead. They are the initial and main point of contact for mentors and trainees. If there are any concerns or issues that cannot be resolved or are of a serious nature e.g. safeguarding then the university SD lead (Karen Kilkenny) should be contacted by trainees, mentors and/or the alliance lead.

### ALLIANCE LEAD – SUPPORT DURING SCHOOL EXPERIENCE

It is expected that for each main SE block placement the School Direct alliance will arrange/provide each trainee:

- At least one face-to-face QA visit \*
- One pastoral support visit/contact (this may be via telephone, email or a face-to-face visit)
- Regular monitoring and feedback of their Trainee Portfolio

#### The alliance lead or nominated SD tutor will:

- ① moderate mentor assessments and targets through snapshot observations, jointly with the mentor where possible, to ensure that the trainee is making progress and mentor feedback is reflective of the stage of learning that the trainee is at;
- ① provide training and support to mentors to ensure they are confident and competent in fulfilling their mentor role;
- ① moderate mentor assessments and targets through snapshot observations, with the mentor where possible, to ensure that the trainee is making progress and mentor feedback is reflective of the stage of learning that the trainee is at;
- ① moderate and check that the trainee is making expected progress for the stage of the programme and are moving towards meeting the standards and expectations required to be recommended for QTS by the end of the programme;
- ① monitor the Trainee Portfolio document and give appropriate feedback and targets;
- ① support the trainee to reflect and develop their teaching skills and emerging educational philosophy;
- ① monitor the wellbeing of the trainee throughout the placement and provide support where necessary.
- ① inform the trainee of any serious concerns that might threaten their successful progress and completion of the school experience and provide bespoke support where required;
- ① provide bespoke support and follow university systems for any trainee who is not making expected progress or is a cause for concern;
- ① act as a moderator and validator of the school experience training and ensure that the trainee is informed as to their progress within our ITT curriculum towards meeting the Teachers' Standards.

### UNIVERSITY TUTOR FOR SCHOOL DIRECT TRAINEES

The university tutor undertakes a quality assurance (QA) role, during school experience Block 1 and 2. Not all trainees will receive a QA visit, but if they do then both the mentor and trainee are asked to attend and contribute to this meeting. Arrangements and details will be sent to selected SD trainees and mentors.

#### The university-based tutor will:

- ① provide training for all mentors at the university, to ensure there is consistency of approach, support and assessment for trainees across each alliance;
- ① liaise with the alliance lead, to ensure that all SD trainees are placed and are compliant in terms of the course and placement requirements;
- ① provide additional support to trainees and schools who require additional support or are deemed at risk of not successfully completing the placement;
- ① monitor trainee wellbeing and any issues that may impact upon their development and school experience.

# **SECTION 2: SCHOOL INDUCTION, SAFEGUARDING AND CONCERNS ABOUT TRAINEES**



## INDUCTION AND SAFEGUARDING EXPECTATIONS

**For each new school setting**, trainees should be 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.

## CONCERNS ABOUT A TRAINEE DURING SCHOOL EXPERIENCE

There may be a variety of reasons that there is a cause for concern about a trainee during their school experience. If there is significant or persistent concern, then the mentor/school should contact the university tutor or SD alliance lead as soon as possible. There is some general guidance outlined below for some of the most common issues that may arise.

### UNEXPECTED CIRCUMSTANCES IN SCHOOL

For example: the mentor has unforeseen extended absence during placement.

The trainee should discuss the situation with their school ITT coordinator (or head teacher) and then contact their UT to discuss any changes to the support or organisation of their placement that may be required. The university tutor should also be informed by the school, so it can be discussed and any actions agreed. Trainees **should not** be without a mentor at any point during their placement, so any prolonged absence may require a change of class or new mentor to be nominated.

If a mentor is absent for a short period of time, then the trainee should have an temporary named staff member to go to for help and support during this time.

### TRAINEE PROGRESS CONCERN

#### Trainee making slower than expected progress

Slow progress during the placements may be due to range of reasons, including a trainee's lack of prior school experience. Focused discussions with a supportive and sensitive mentor can help such trainees to gain the evaluation and the observational skills needed.

- 1) Identify a maximum of 3 priority targets that will have the most impact on the teaching/learning issues identified, e.g. these may be classroom/behaviour management issues or specific planning/teaching issues. **Create a support plan to agree expectations, actions, support and timelines (Appendix E).**
- 2) The expert mentor should encourage the trainee to think of strategies to address the issue, as well as using their expertise to suggest alternative strategies and examples of good practice that may help improvement. The reintroduction of team teaching, a temporary reduction in teaching timetable and/or focused modelled observations of the mentor demonstrating the targeted areas may also help accelerate progress.

#### Steps for mentor for sustained concerns:

- 1) Create and agree a support plan, as outlined above, with specific targets and timelines identified for short term progress. Agree a review date.
- 2) Contact UT or SD alliance coordinator to discuss the specific concerns.
- 3) UT and mentor/SD alliance lead may undertake a joint observation of trainee with a focus on progress against the targets.
- 4) If a trainee has difficulty meeting the support plan targets then other strategies e.g. observation and feedback from another teacher, may be helpful.
- 5) If progress continues to be less than adequate, following the support plan period, then a letter of concern will be sent by the university (see UoM cause for concern process) and the trainee will meet the programme directors to discuss this (see Cause for concern flow chart, Appendix F).

## TRAINEE WELLBEING CONCERN

If you are concerned about the wellbeing of a trainee e.g. personal issues, managing workload, then it is useful to give the trainee an opportunity to discuss this to help to identify and understand the issues impacting them. It may be that an agreed support or action plan can support the trainee and resolve the issue.

It is vital that any interactions and disclosures are treated in a professional manner and follow our guidance around sharing information (see next page). Information must only be shared with the permission of the trainee or if the safeguarding of the trainee or pupils is an immediate concern. If you have permission to share disclosed information with the university tutor and you think this would aid the support of the trainee then do contact them promptly (see UoM contact list at the beginning of this handbook).

### University support services

The university counselling service offers free online therapeutic resources to students. These can be accessed via the counselling website: <http://www.counsellingservice.manchester.ac.uk/get-help/> or by phoning 0161 275 2864 to make a phone appointment. There are also a number of workshops and sessions throughout the year. Details can be found on the counselling website.

<https://www.counsellingservice.manchester.ac.uk/workshopsfurtherinformation/>. The university occupational health service can also be accessed by trainees if specific issues are causing barriers to their learning and progress.

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

## PROFESSIONALISM CONCERNS

On rare occasions a trainee may behave in an unprofessional manner during placement, either within the class or within the wider school community.

### Immediate steps for the mentor or senior leader to take:

- 1) Meet the trainee to share and discuss the specific concerns with the trainee and give an opportunity for the trainee to respond and reflect on these (*please see our 'difficult conversation framework' resources and video on the mentor training and resource site*)
- 2) Agree actions to resolve the issue
- 3) Contact the UT or SD lead to discuss the specific concerns and strategies, if required.
- 4) If required, create a support plan (**Appendix E**) with specific targets and timeline for progress.
- 5) A sincere and reflective apology from the trainee is an important way of acknowledging inappropriate behaviour and moving forward
- 6) If the trainee **does not** respond to discussions and any targets set then the tutor/SD lead should be contacted. This may result in a cause for concern letter (Cause for concern flowchart, **Appendix F**).
- 7) If concerns remain consistently over a substantial period, then a trainee will need to meet the course director to discuss further options.

### KEY NOTICE FOR SCHOOLS:

- 1) **Gross unprofessional conduct regarding pupil safeguarding or e-safety will result in dismissal from the course.**
- 2) **Head teachers reserve the right to terminate placements if there has been a major breach of conduct, a safeguarding issue or if the education of the children is being held back as a result of the trainee's practice. If this happens, the trainee may be relocated or would be required to re-sit the placement at a later stage.**

For any immediate safeguarding issues and advice please contact the university tutor in the first instance. However, please refer to the Safeguarding handbook on course sites for more extensive information related to safeguarding (<http://www.mie-teacher-education.uk>). Our primary safeguarding lead, Martin Kelly, can also be contacted for advice ([martin.kelly@manchester.ac.uk](mailto:martin.kelly@manchester.ac.uk)).

## SHARING INFORMATION ABOUT TRAINEES

Information relating to trainee attainment, personal information and health/wellbeing is highly sensitive and is subject to UoM/school data protection protocols and GDPR regulations. Sharing any information of this sort should be limited and only done when necessary. It is essential that trainee permission to share any information with a third party is always sought. Any information shared should be factual, constructive and not deemed to impede trainee progress within any subsequent partnership school.

If there is a concern about trainee progress or wellbeing this should be discussed confidentially between the trainee, school mentor and University tutor only. Any email communication should remain professional in content, have a limited audience and remain factual.\*

*\*: Emails may be required as evidence if a trainee felt they had not been dealt with fairly or appropriately and wished to pursue formal complaint procedures.*

Each mentor should refer to their own school policy for data protection and the data protection principles set out in the GDPR regulations guidelines: <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/>.

The table outlines a basic guide to the information that can and cannot be shared:

The following should <b>not</b> 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)	
Placement lesson observations / feedback forms	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)
Personal opinions or feedback from a placement school to a future placement school or employing school that may influence the school's opinion of the trainee	
Placement summative mentor reports	A professional job reference (shared only with the school from which it has been requested)

## SAFEGUARDING – TRAINEES SIGNING INTO SCHOOLS AND DBS

We are as anxious as schools are to ensure that all children in our partnership schools are safe. The University of Manchester as the accredited provider of ITT has the responsibility to ensure that all due processes for clearance of trainees placed in schools has been followed. Statutory documentation says, ***“There is no requirement for the school or college to record details of fee-funded trainees on the single central record”*** (source: Paragraph 297, Pg. 75, *Keeping Children Safe in Schools*, 2022). Therefore, for non-salaried ITT route trainees, we instead provide a letter that trainees can present for photocopying when signing into a school (**Appendix B**). We would be grateful if mentors could share this information and letter outlining this (**Appendix A**) with administrative staff to prevent any issues for the trainee gaining access to the school at the beginning of the placement.



**SECTION 3:**  
**PROVIDING**  
**QUALITY**  
**FEEDBACK AND**  
**SUPPORTING**  
**TRAINEES**



## GIVING HELPFUL VERBAL FEEDBACK

From week 2, mentors should complete **one formal observation and general mentor feedback meeting form (Appendix C)** each week and discuss this feedback with the trainee. Below is a suggested framework to support best practice:

### EXPECTATIONS OF MENTORS:

#### Essential

- ① Delegated collaborative PPA time to plan, prepare and discuss lessons and teaching expectations for the following week
- ① Regular informal feedback on weekly/daily planning and pedagogy, to ensure the lessons are pitched appropriately and will support pupil progress
- ① Opportunities to observe you teach and opportunities to discuss pedagogy/teaching approaches and impact, to support trainee knowledge development.
- ① A weekly meeting to share your expertise and provide feedback on their formal lesson observation and their general progress/achievements across the 5 strands that week. (**Appendix C**).
- ① Arrange meetings for the two interim and final review points, to allow trainees to be clear about their strengths, progress and next steps in relation to the Formative Framework.

#### Desirable

- ① Regular informal discussions/feedback on lessons e.g. views on pupil progress, strengths of delivery, hints, tips and/or suggested target areas. This may be formal or informal approach and be oral and/or notes/post-it points.

### EFFECTIVE VERBAL FEEDBACK

Verbal feedback is most helpful and impactful if given as soon as possible after a lesson and certainly on the same day. In general, oral feedback sessions are most effective if they follow **3 distinct stages**:

#### 1. Trainee self-evaluation

Ask the trainee to evaluate the lesson as this provides insight to the trainee's professional awareness.

Question prompts:

- ① What went well? Why did it go well (what did you do which had this effect/what was the impact)?
- ① What went less well? Which strategies/approaches? Why do you think this happened?
- ① What did your pupils learn from this lesson? What about different groups? How do you know?
- ① What would you do differently if you taught this lesson again? Why?
- ① What are the areas you've identified from this lesson that you'd like to set as targets?
- ① What did you learn from this lesson? How has this added to what you knew already? What support do you now need?

#### 2. Mentor perspective

- ① If you agree with the trainee's self-evaluation comments, please confirm this as it builds confidence in the trainee's own professional critical and reflective awareness.
- ① Identify the teaching strategies and classroom/behaviour management strategies that you observed having a positive impact on the learning in the classroom - share these and their impact.
- ① Suggest alternative strategies for aspects that you felt could have been more successful. Discuss why you think an alternative approach might be effective. Share expertise and evidence-based pedagogy.
- ① Be constructive in comments, by phrasing some of the areas of development in a supportive way as this is the most effective way to encourage a trainee and maintain confidence.

#### 3. Agree and set targets

- ① Mutually agree specific, focused targets (3 targets - 1 relating to the focus area). Avoid vague or sweeping generalised targets e.g 'Improve behaviour management'
- ① Link targets to specific strands of the curriculum to ensure the trainee is clear about the target
- ① Discuss and suggest a range of strategies to help the trainee meet the targets set and consider your role in supporting this.



## GIVING HELPFUL WRITTEN FEEDBACK

### EFFECTIVE WRITTEN FEEDBACK

*“The best resource for professional development is ongoing professional feedback...not criticism, but skilled meaningful, targeted feedback... we can develop and reinforce professional development that is purposeful and results in trainee teachers who continue to grow and change in order to meet the needs of pupils.”*

Source: [http://blogs.edweek.org/edweek/leadership\\_360/2014/02/feedback\\_as\\_professional\\_development.html](http://blogs.edweek.org/edweek/leadership_360/2014/02/feedback_as_professional_development.html)

The weekly mentor feedback form (**Appendix C**) consists of the following sections to complete each time:

<b>1. Focus area feedback</b>	How well has the trainee engaged and understood the key elements of the focus area? How has this influenced their planning, teaching and knowledge? What might they still need to work on?
<b>2. Lesson observation</b>	Feedback on an agreed observed lesson (see guidance about written feedback below)
<b>3. Weekly review</b>	A general summary and feedback of teaching and progress overall, in relation to the 5 strands and targets from last week's feedback form.
<b>4. Review of previous targets</b>	Evaluate if these have been addressed and met by the trainee or not? If not, what action is now required to help make good progress?
<b>5. Targets for this week</b>	What is a priority based upon general observations, lesson outcomes and your expertise? What actions can you suggest to support them to be met?

### Qualities of effective written feedback

To be effective, written feedback following a lesson observation should be:

- **prioritised**
- **specific**
- **actionable**
- **have a supportive tone**
- **be given as soon after an observation as possible – to have the biggest impact**

#### Prioritised

Positive and constructive feedback should be focused. Substantial feedback across all or many components can be overwhelming for a trainee and does not indicate what is essential or where they should start. Prioritised feedback hones in on the ideas and strategies that are the most important for the trainee to continue to apply or those that require some amendment to move forward in their practice. It is not essential for a mentor to note everything that they observe. It is more helpful to focus on target areas and elements the mentor deems essential at that point in the trainee's learning and development.

#### Specific

Feedback from a specific lesson should be clear, precise, and cite specific examples, so the trainee can see the context of the commentary. Feedback should directly support the teacher's practice and look to find evidence around target or focus areas. Using cause and effect statements helps the trainee understand why something did or did not work and the impact.

- Unhelpful feedback – “*You have good classroom management.*”
- Helpful feedback – “*You set clear expectations and routines prior to independent work, so the pupils knew what to do when they finished work early. This meant that they maximised learning opportunities without interrupting you.*”

#### Actionable

Any targets/next steps are actionable so that the trainee may use them to improve their practice in the immediate future. Actionable feedback provides resources or strategies to implement into practice and offers the teacher a clear picture of what this would look like in the classroom.

#### Supportive tone

Trainees can be highly critical of themselves and their lessons. Even if a lesson has not gone well, it is important to frame negative/difficult feedback in a constructive and supportive way. Try to provide some positives and share less positive commentary in a non-personal manner. Reading many negative comments can impact the trainee's self-esteem and their ability to move forward and improve target areas.

The vocabulary used in written feedback should reflect the standard of evidence and level of confidence that is being demonstrated, to prevent any mixed messages being communicated to trainees.

Vocabulary bank to support appropriate written feedback

<p><b>Is consistent and competent</b></p> <p>You... You are... You demonstrated... You know... You used...</p>	<p>Consistently... Successfully embedded... Innovative/creative approaches... Wide range of approaches/ strategies Demonstrates a thorough understanding of... Always effectively demonstrates... Demonstrated full understanding of... Anticipates and enacts... Highly confident in.....</p>	<p>Demonstrates a well-established... Has embedded and implemented... Impacts successfully on... Has competent skills/knowledge of... Ablly impacts upon... Highly proficient... Actively encourages... Critically reflective in....</p>
<p><b>Becoming more consistent and competent</b></p> <p>You... You are generally... You are developing... You are improving at...</p>	<p>Implement... Able to adopt/ adapt... Allows for a range... Effectively uses... Provides frequent/consistent..... Routinely... Promotes good levels of... An effective use of... Plans opportunities for... Is proactive about...</p>	<p>Is increasingly demonstrating... Well informed about... Able to use... In most lessons... Has good knowledge and understanding of... Growing awareness of... Increasingly applies... Demonstrates a range/ good awareness... Uses reflective practice... Meets the needs of...</p>
<p><b>Remains inconsistent in places, emerging competence</b></p> <p>You... You, at times... With support, you... You sometimes...</p>	<p>Is developing... Usually can ... Beginning to... Shows some awareness of... Has some understanding... With some success... Sometimes can... Recognises some opportunities to... Developing a limited knowledge/ understanding of... Has a basic knowledge/understanding of...</p>	<p>Requires more consistency in... Demonstrates some/ basic... Generally able to... Uses some strategies... With support can.... Some learners... Some evidence of... Limited response to/knowledge of...</p>
<p><b>Inadequate or little progress or not yet meeting expectations</b></p> <p>You are... You are yet to... You need to... You should...</p>	<p>Not yet... Requires intervention to support... Unable to identify... Not informed by... Demonstrates no/little awareness of... Does not take account of... Not clear about...</p>	<p>Unable to establish... Not able to demonstrate... Lacks awareness/knowledge of... Not yet confidently/consistently... Unable to reflect upon... Has limited knowledge/understanding of... Inadequate...</p>



## SUPPORTING STRUGGLING TRAINEES

Trainees who are not successfully meeting the placement requirements or who show no/limited progress towards achieving statements on the 'Professional Development Formative Framework', often share some common characteristics and will need individualised support from their mentor. This support may be in areas such as lesson planning, behaviour management, responding to and setting development targets, listening to and acting on feedback. Trainees at this level often lack confidence and/or awareness of the requirements of the practice which may mean that they need more emotional and pastoral support.

A group of our experienced and expert mentors compiled the following guidelines to help mentors support these trainees make more successful progress.

### Top tips for success:

- ① Be honest and open with each other from the outset, but remain sensitive to trainee wellbeing.
- ① Be clear about which strands/statements from the Formative Framework are causing concern – prioritise key areas, rather than overwhelm them if there are several
- ① Use coaching techniques, rather than 'telling'. Encourage trainee self-reflection/problem solving and support this.
- ① Team-teach to help build confidence and actively demonstrate the targets/areas of concern
- ① Make time for regular 1:1 meetings and look for positive small steps in progress.
- ① Break down tasks / targets into manageable chunks and ensure they are clearly understood.
- ① Encourage regular reflection and evaluation – help point out the positives where possible.

### Short term strategies

- ① After each lesson, ask the trainee to consider three positive points and two developmental points before discussion. Start the feedback with their reflection.
- ① Team teach, so you can demonstrate and model what you mean, rather than just discuss/tell
- ① Arrange for the trainee to observe other classes with the observation focus linked to the area of concern e.g. behaviour management, questioning, classroom organisation
- ① Paired planning / model planning using a university planning sheet
- ① Make time to discuss each aspect of practice – create a clear timetable / to do list for the week which includes admin tasks as well as teaching responsibilities
- ① Start with the trainee teaching a group or half the class to build their confidence
- ① If the support needed is emotional, make time for informal chats to support the relationship
- ① Give immediate feedback frequently – informal observations, positive reinforcement – reference positives/progress in curriculum strands and Professional Development Formative Framework
- ① Notice when the trainee uses initiative or make a positive contribution and comment on this
- ① Focus on teacher questioning strategies and how to build on pupil responses
- ① Check that paperwork is up-to-date – a backlog can be overwhelming and lead to further issues

### Medium to long term strategies

- ① Create a trainee support plan (**Appendix E**) to ensure targets set are clear, achievable and understood, with clear timescales
- ① Follow up targets, build on targets achieved to ensure progression in the strand/focus area
- ① Go through the professional development formative framework together and discuss the features of each strand - self reflect, highlight and annotate achievements so far
- ① Discuss the learning achieved in the lesson, look at books/work together to reflect on and support the trainee to evaluate the learning achieved/not achieved
- ① Ask another colleague to observe a lesson and provide feedback and another expert perspective

## CHALLENGING 'HIGH ACHIEVING' TRAINEES

**This document was compiled following discussions with experienced mentors and University of Manchester tutors at a mentor training partnership day. NB: Most of these discussions were considered in the context of Block 2 experience, but they may be relevant for some trainees at an earlier stage.**

Many of our trainees at the University of Manchester set high expectations for themselves from the outset and are constantly challenging themselves to achieve highly in all aspects of the programme. Some trainees will begin their final teaching block with a very good understanding of their strengths and will bring to the classroom a well-developed understanding of teaching and learning.

University tutors and experienced mentors identified the following characteristics of trainees meeting many of the descriptors at a highly competent level.

They...

- ① demonstrate a secure and confident teacher presence;
- ① have an understanding of when and how to take risks;
- ① personalise their behaviour and classroom management strategies to reach individual children;
- ① are positive, highly motivated, strategic, practical, responsive, consistent, decisive;
- ① are reflective practitioners and can evaluate teaching and learning effectively;
- ① drive their own practice and can identify their own development and training needs;
- ① are resilient, confident, independent;
- ① take on responsibilities quickly and independently;
- ① ask questions and act promptly on advice;
- ① have a very good knowledge and understanding of their pupils learning needs;
- ① vary their teaching style and adapt their teaching on the spot;
- ① set their own targets;
- ① ask questions to build on their understanding of teaching and learning - learning from the answers.

## CHALLENGING A HIGH ACHIEVING TRAINEE – SUGGESTED FOCUS AREAS

(IN ADDITION TO COMPETENTLY MEETING THE 'PROFESSIONAL DEVELOPMENT FORMATIVE FRAMEWORK' STATEMENTS)

<p><b>Strand A - BM</b></p> <p><b>S1 &amp; S7</b></p>	<ul style="list-style-type: none"> <li>① Consistently uses innovative and creative approaches to stimulate and sustain pupils' interest in learning</li> <li>① Set highly effective expectations and goals which stretch and challenge all pupils, creating a challenging curriculum</li> <li>① Impact significantly on pupils' life chances through the approaches used, particularly those children from disadvantaged backgrounds</li> <li>① Promotes and develops a culture of perseverance and resilience in pupil approaches to learning and their future learning</li> <li>① Establishes a highly supportive and inclusive environment to maximise learning opportunities for all</li> <li>① Provides highly relevant and meaningful experiences which allows all pupils to achieve success</li> <li>① Build highly effective relationships with parents to better understand pupils' individual circumstances and tailor support to consistently meet their academic and behavioural expectations</li> <li>① Support pupils to achieve long term goals and formulate an approach to learning that improves their life chances and skills</li> <li>① Adapt school policy for own needs whilst still maintaining consistency.</li> <li>① Participate in and assist with managing children outside the classroom e.g. at lunchtime, in the dining hall, on the playground, in assembly/ singing practice.</li> <li>① Take responsibility for organising, structuring and setting up a classroom to suit the lesson – experiment with different classroom layouts and grouping.</li> </ul>
<p><b>Strand B – PP</b></p> <p><b>S2, S4 &amp; S5</b></p>	<ul style="list-style-type: none"> <li>① Research or seek out opportunities to gain experience of teaching children with specific needs e.g. EAL, SEND, physical disabilities, specific emotional needs.</li> <li>① Identify and plan short intervention programmes for pupils with specific needs, pupils eligible for pupil premium</li> <li>① Systematically and effectively checks learners' achievement, anticipating and responding where intervention is needed</li> <li>① Plans are highly annotated, demonstrating appropriate challenge and focus through differentiation and personalisation using knowledge of prior learning and assessment</li> <li>① Provides pupils with clear, systematic and developmental feedback which enables pupils to reflect on and identify their achievement and contribute to longer-term target-setting.</li> <li>① Demonstrates a sound understanding of cognitive load theory by planning teaching episodes that maximise the use of prior knowledge, avoid working memory overload and support transferal to long-term memory</li> <li>① Interactions are carefully planned and support all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and contexts.</li> <li>① Effectively balances exposition, repetition, practice and retrieval of critical knowledge and skills as standard in lessons</li> <li>① Effectively and explicitly teaches pupils metacognitive strategies linked to subject knowledge to build independence and academic success</li> <li>① Develops children's enthusiasm and intellectual curiosity through their planned sessions. Takes risks in order to make learning interesting</li> <li>① Individual and group needs are addressed by appropriate differentiation strategies including teacher expectations, resources, support, tasks and language</li> <li>① Creates consistently high-quality expectations for all groups of pupils to ensure that they have access to a rich curriculum</li> <li>① Allow time and space for children to challenge themselves and develop critical thinking skills – develop and test theories, hypothesise, discuss ideas and collaborate.</li> <li>① Share aspects of teaching and learning and pupil progress with other teaching adults and parents.</li> <li>① Share inspiring ideas, plan for teams, develop schemes of work and lead on their delivery with a year group team.</li> </ul>

<p><b>Strand C – CSK</b></p> <p><b>S3</b></p>	<ul style="list-style-type: none"> <li>① Demonstrate an excellent subject knowledge for the year group they are teaching and also the year group above and below.</li> <li>① Effectively identifies and teaches the essential concepts, knowledge, skills and principles of the different National Curriculum subjects</li> <li>① Utilises the school and class curriculum choices to provide high quality teaching approaches to ensure subject progression</li> <li>① Promotes scholarly enquiry and interest in wider learning to all pupils</li> <li>① Is able to use a range of strategies to model articulate English and teach within metacognition principles</li> <li>① Demonstrates a thorough understanding of strategies for the teaching of early mathematics and consistently applies this knowledge to teach engaging and challenging learning opportunities</li> <li>① Demonstrates a thorough understanding of strategies for the teaching of early reading and phonics and consistently applies this knowledge to teach engaging and challenging learning opportunities</li> <li>① Effectively supports pupils to build increasingly complex mental models that build on previous knowledge.</li> </ul>
<p><b>Strand D – A</b></p> <p><b>S6</b></p>	<ul style="list-style-type: none"> <li>① Use assessments over time to draw conclusions about pupil learning, progress and next steps</li> <li>① Develops a good awareness of how formative assessments informs and feeds into summative school assessment systems</li> <li>① Uses assessment data to effectively adapt and influence planning</li> <li>① Has a strongly developing awareness of statutory assessment requirements and planning of lessons helps support pupils' ability to demonstrate learning against these.</li> <li>① Consistently uses staff, resources and differentiation to improve outcomes for all groups of learners</li> <li>① Builds pupils' ability to monitor, reflect upon and regulate their own learning</li> <li>① Utilises effective and productive assessment techniques that inform and shape next steps to maximise learning</li> <li>① Feedback to pupils' is consistently used to improve pupil outcomes and build pupil understanding of their own next steps</li> <li>① Personalise learning- ensure children are always aware of their next steps and communicate this consistently and regularly.</li> <li>① Analyse assessment data to identify patterns of attainment and adapt teaching accordingly.</li> <li>① Take a lead on short and/or medium term target setting for individuals and groups in English and maths.</li> </ul>
<p><b>Strand E – PB</b></p> <p><b>S8 and Part 2</b></p>	<ul style="list-style-type: none"> <li>① Question their practice and make informed adjustments.</li> <li>① Use their talents and skills to take responsibility for organising a club or activity for a different year group or KS (lunchtime/after school).</li> <li>① Actively participate and contribute to INSET and staff training.</li> <li>① Seek opportunities to observe other teachers and subject leaders.</li> <li>① Plan/ lead/manage class assembly.</li> <li>① Is highly responsive to coaching and mentoring and demonstrates this with sustained professional development and progress</li> <li>① Uses highly effective profession relationships, including colleagues and other stakeholders, to ensure a collective approach to support pupil academic success and wellbeing</li> <li>① Is a highly valued team player and offers ideas and suggestions based upon an understanding of evidence-based practice</li> <li>① Is positive about strengthening their pedagogical and subject knowledge by actively taking opportunities offered to them or proactively seeking them</li> <li>① Critically evaluates their own practice by comparison and reflection in relation to relevant research in the area</li> </ul>

## MANAGING A DIFFICULT CONVERSATION WITH A TRAINEE

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 CONVERSATIONS – 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.

- ① 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.*
- ① Describe the effect the issue is having – describe clearly the effect this is having and on whom, without assigning blame or making assumptions.
- ① 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.

- ① Can you say a little more about how you see things?
- ① How is this affecting you?
- ① What is your view of this?
- ① What do you want to happen?
- ① Can you tell me how you see the situation?
- ① What is your perspective on this?
- ① How do you feel about what I have just said?
- ① How can we prevent this from happening again?
- ① What are the barriers to us achieving this?
- ① How do you feel we can move forward from here?
- ① What options do you think are open to us in this situation?

### 3. Discuss alternatives

- ① Look to make this a collaborative process, so the issue is resolved and positive relationships are maintained

### 4. Agree way forward

- ① Make sure both parties know what their role in this is

### 5. Close

- ① It is important to do this clearly otherwise so that the placement runs smoothly for both you and the trainee.....
- ① 'Thank you for agreeing to discuss xxx - don't hesitate to speak to me if you need to discuss further.
- ① 'Thanks for listening xxx, I am really pleased that we have a clearer understanding/view on this.



## DIFFICULT CONVERSATIONS – 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

- ① 'I would like to talk to you about....'
- ① 'I would like to see if we can reach a better understanding about how we are going to manage .....
- ① '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

- ① '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.'
- ① 'I am concerned that you might become increasingly under pressure to meet the placement requirements if...
- ① 'I do not want you to miss out on opportunities to....'

### Acknowledge of your contribution to the problem (if appropriate)

- ① 'I recognise that we probably should have had this conversation a while ago'
- ① 'I appreciate that my explanation was short and lacked clarity'
- ① '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?'*



# **APPENDICES**

## **SCHOOL EXPERIENCE DOCUMENTATION AND EXEMPLARS**





## APPENDIX A – SAFEGUARDING LETTER TO SCHOOL PARTNERS



Dear Colleague,

We are writing to you to reassure you of our robust approach to ensuring that we are meeting all safeguarding requirements to protect the interests of the children and young people with whom we work.

Responsibility lies with University, as accredited provider of Initial Teacher Education and Training (ITET) for ensuring that trainee teachers on our programmes (Core and School Direct) are subject to DBS and Safeguarding checks. **Schools, are not required to record details of fee-funded trainees on the single central record.** The universities will provide written confirmation that checks have been carried out and that the trainee is suitable to work with children. **Trainees should not be asked by schools to present their DBS Certificate.** This is in line with the Statutory Guidance in Keeping Children Safe in Education (**page 61**) which states that *“where trainee teachers are fee-funded it is the responsibility of the ITET provider to carry out all necessary checks, and for schools to be given written confirmation from the training provider that these checks have been carried out and that the provider has judged the trainee to be suitable to work with children.”*

To satisfy these requirements, each trainee will present the school with an individualised letter from the University confirming that they have successfully met all of the safeguarding compliance criteria. The list of criteria that all trainees must meet is as follows:

1. An Enhanced Disclosure & Barring Service (DBS) check – including a Children’s Barred List check and/or any other appropriate background check. All trainees are checked against the Prohibition, GTCE sanction lists and asked to confirm that they are not disqualified from working with children;
2. An overseas police check for all applicants that have spent a continuous period of six months or more in any one non-UK country in the three years prior to commencing the course;
3. Occupational Health screening, which may include completion of a health questionnaire for consideration by The University’s Occupational Health Service. All trainees must be judged medically Fit to Train;
4. References being supplied under the UCAS, GTTR or The University’s admissions requirements. These will not always be from a previous employer as our entrants may have just completed other full-time education;
5. Face-to-face photographic ID check (in the absence of photographic ID, other proof of identity is required); \*(this will be conducted when face-to-face activities start on campus)
6. Previous qualification checks;
7. Any overseas students not from the EU have had their immigration status checked and comply with United Kingdom Visa and Immigration (UKVI) requirements. In addition, overseas students may be required to complete an overseas police check depending on the age at which they moved to the UK;
8. All entrants are required to commit to informing the University if their circumstances change during the programme.

We hope that this letter provides clarity with regard to our processes and that the placement is highly successful for the pupils, staff and trainees in your school.

Yours sincerely

Dr Andy Howes, Head of ITE, University of Manchester

**APPENDIX B – PERSONALISED TRAINEE SAFEGUARDING LETTER FOR SCHOOLS**

Academic year 2022-2023

Dear Colleague

**Name:** Joe Bloggs**Date of birth:** 31/12/1999**University of Manchester ID:** 12345678**DBS Number:** 0012121212

**Please note** that schools should **NOT** use this information to complete any additional DBS or safeguarding checks on the trainee. This is completed by the university in line with DfE statutory requirements for fee-funded students.

**Programme:** Postgraduate Certificate in Education – Primary

I would like to take the opportunity to thank you for your support in working in partnership with the University of Manchester. I know you are all as anxious as are we to ensure that we are meeting all safeguarding requirements to protect the interests of the children and young people with whom we work.

I can confirm that the above-named trainee has satisfied our robust and rigorous clearance processes in relation to safeguarding, and found to be suitable to undertake an ITET course leading to the recommendation of the award of Qualified Teacher Status (QTS).

I look forward to working in continued partnership with you.

Yours sincerely

**Dr Andy Howes****Head of Initial Teacher Education**

## APPENDIX C – MENTOR WEEKLY FEEDBACK FORM

<b>Trainee:</b>		<b>Year group/school:</b>		<b>Date:</b>
<b>Lesson observation</b>	<b>Subject:</b>	<b>L.O:</b>		
<b>Observations from this lesson</b>				
•				
<b>Strengths of this lesson</b>				
•				
<b>Weekly review</b> - commentary on general progress and specific achievements under each strand since your last meeting				
Behaviour management (BM)				
•				
Pedagogy and planning (PP)				
•				
Curriculum and subject knowledge (CSK)				
•				
Assessment (A)				
•				
Professional behaviours (PB)				
•				
<b>Trainee application of our ITT curriculum</b> e.g. what pedagogy/approaches has the trainee used in lessons, where has knowledge and understanding developed or what have they had an opportunity to apply				
•				
<b>Comments on progress towards previous targets</b>				
Has the trainee met the targets agreed and set last week? (please circle/highlight)			If not met or partially met has been selected, please provide more context, and outline how the trainee can address any gaps this week	
1. Met / Partially met / Not met				
2. Met / Partially met / Not met				
3. Met / Partially met / Not met				
<b>Targets</b> NB: Target 1 should relate to the focus area this week		<b>Support/actions to address this target</b>		<b>Strand</b>
1.				
2.				
3.				

**Are there any concerns that the trainee is not on track with a specific strand?** (please refer to the Professional Development Formative Framework statements for guidance)

*Please note: this should be considered in the context of the point of time in the school experience and what are reasonable expectations of trainees at that stage of their learning and/or teaching experience.*

Behaviour management (S1 and S7)	Pedagogy and planning (S2, S4 and S5)	Curriculum and subject knowledge (S3)	Assessment (S6)	Professional behaviours (S8 and Part 2)
Y / N	Y / N	Y / N	Y / N	Y / N

NB: If **yes** is answered for any of the above strands then please discuss this and agree targets (above) to address the priority issues. If the same concerns persist over more than two weeks then a Trainee Support Plan should be created and the university tutor/alliance lead informed.

## APPENDIX C(I) – EXAMPLE MENTOR WEEKLY FEEDBACK FORM

THIS SHOULD BE COMPLETED AND SHARED WITH THE TRAINEE EACH WEEK OF SE (EXCEPT WK 1)

<b>Trainee:</b> Joe Bloggs	<b>School/Year group:</b> Green Street, Manchester, Yr 4	<b>Mentor:</b> Sam Smith
<b>Focus area this week:</b> Planning using clear L.O. and S.C.		<b>Date:</b>
<b>1. Focus area</b> - please comment on the focus areas this week e.g. trainee engagement with key ideas, their development within this, teaching relating to it, reflection upon and improvement in understanding/teaching You have engaged with this focus area well and I can see a positive impact on the focus and tightness of your lesson plans. Your reflection following our team-teach lesson was accurate and you identified where evidence was secure and where focus was lost/vague in relation to evidencing the S.C. Following our discussions, you noticed some of your own lesson S.C were not closely matched to your L.O and adapted these well. When you delivered the lessons you were much more focussed and has less 'distracting' activities as you kept the S.C and end goal of the L.O more in mind. This resulted in the class being more on task and focussed, which helped your lesson pace too! You were a little more unsure of S.C in English, so we can work on this more next week.		
<b>2. Lesson observation</b>	<b>Subject:</b> Maths	<b>L.O:</b> To be able to order decimal number to 2 dp
<b>Observations from lesson</b>		
<ul style="list-style-type: none"> <li>You had differentiated tasks and WILF criteria for different groups (great as this is your focus area this week!). This was clearly signposted for all. (PP)</li> <li>Some children who did well with the ordering task yesterday - could you have planned more challenging tasks, rather than doing more of the same? (PP, S5)</li> <li>You consistently reinforced the knowledge of tenths within the mental and oral starter. The children engaged well – especially Sam, who normally lacks confidence. Tom gained a much firmer idea of the concept of tenths today also and this shows that your focus pre-teach had an impact! (CSK)</li> <li>There are 3 adults in the room, consider how to maximize their involvement at all times. Can they be assessing for you during M/O starters and main input rather than just observing? (PB)</li> <li>You are anticipating potential behavioural barriers to learning e.g. children turning round their chairs to maintain attention. Making Fred your assistant for the decimal sorting was a great strategy for keeping him engaged! (BM)</li> <li>Be willing to show disappointment in your voice if they some individuals stop for you well enough. Zoe and Taylor were reluctant to stop on several occasions and this had a snowball effect on their group. (BM)</li> <li>You responded competently to the misconception that Charlotte had about a decimal not being a 'real' number. You used the numberline and established that it was not a whole number instead. Your Maths subject knowledge was of a high standard. (CSK)</li> <li>Good use of 1 min talk time followed by using the picking pot to select respondents - this helped you to maintain a good pace. Everyone had had an opportunity to discuss and get thinking – great! (PP)</li> <li>You are embedding your use of LO/SC to guide your teaching input, monitor progress and consider future planning e.g. target group/individuals. Continue to clearly annotate changes to weekly plans. (A)</li> <li>You regularly use of teach then apply e.g mini whiteboards. This AfL was used to adapt your explanations and next steps – keep this up! (A)</li> </ul>		
<b>Trainee subject knowledge</b>		
<ul style="list-style-type: none"> <li>You demonstrated a confident subject knowledge today and generally used this well to support misconceptions e.g. decimals as not real numbers, and within your teaching explanations today, which impacted upon the progress and understanding of all pupils. Well done!</li> </ul>		
<b>Strengths of this lesson</b>		
<ul style="list-style-type: none"> <li>Your behaviour management was really consistent (BM)</li> <li>You had planned 'chunks' of the lesson today, which helped children of different abilities to engage – even DC and FG worked hard for you in a subject they struggle with. – this addressed last week's target (well done!) (PP)</li> <li>Improved talk time and opportunities – again this was a target – you are highly responsive to targets and suggestions. (PP)</li> </ul>		

**3. Weekly review** – please provide a short commentary on general progress and specific achievements for each strand since last meeting (please use examples where you can)

**Behaviour management (BM)**

- Your behaviour management is more consistent than in previous weeks. You are more aware of low-level disruptions and are more proactive in planning and deploying strategies to support this. Don't be afraid to stop and wait for all pupils though as they can still slip into bad habits if you are not consistent in these expectations. You have established a positive and supportive ethos in your lessons and the children are increasingly seeing you as the teacher in charge.

**Pedagogy and planning (PP)**

- Planning continues to be thorough, clear and meet the needs of the majority of different groups of learners. This is evidenced in your planning and effective efforts to differentiate for pupils in English and Maths. Try to carry this knowledge over to other subjects too, so children can access learning more readily. You are working on consistency of pace and reducing the input time, so it relates to the L.O/S.C more closely and so children get independent time to apply new learning. Keep working on this.

**Subject and curriculum knowledge (SCK)**

- You have taught your first humanities session this week and have been working on sequences of maths and English. You are always well prepared in your subject knowledge, particularly in maths. More work on this in English, to consider the misconceptions or prior knowledge needed would help remove barriers for some learners. Your own interest in humanities was clear to see and this impacted upon pupil engagement too.

**Assessment (A)**

- You are beginning to adapt plans as a result of your assessment of lesson outcomes against L.O/S.C. You made an adaption to a group during your maths lesson, following AfL, as the work was not at the right pitch for them. This was great to see and it worked! Try to build this ability now to maximise active learning and AfL opportunities, so you feel more confident in more lessons to adapt in response. Watching Sarah's lesson this week will support you further with this.

**Professional behaviours (PB)**

- You continue to be a valued team member and are professional in your approach. It was great to see you contribute in our PPA meeting this week – you are building confidence to share ideas and work as part of the team. Your approach with the pupils, parents and wider staff continues is of a high standard and this is improving the respect that you are receiving.

**Trainee application of our ITT curriculum** e.g. what pedagogy/approaches has the trainee used in lessons, where has knowledge and understanding developed or what have they had an opportunity to apply

You have really applied your knowledge of the 'concrete, pictorial and abstract' approach in maths this week. You are reflecting on the impact of this on pupil understanding and ability to apply the new ideas. It was great to see you using this knowledge within your history lesson also – it generated a much better understanding of the content and context.

**4. Progress against previous targets**

Has the trainee met the targets agreed and set last week? (please circle/highlight)

- Met / Partially met / Not met
- Met / Partially met / Not met
- Met / Partially met / Not met

If not met or partially met has been selected, please provide more context, and outline how the trainee can meet any gaps this week

T2 - Challenging higher attainers – you are more aware of the need to do this, but perhaps it is in the task expectations e.g. not just more of the same or the requirement to complete the initial task, but move them on to challenges more quickly. Continue to work on this.

**5. Targets for this week**

**NB: Target 1 should relate to the focus area this week.**

**Actions/support to help address this target**

**Strand**

- Ensure that your S.C in English lessons influences and informs your teaching input and lesson structure, to help pace and lesson sequencing

- Continue to check what purpose each planned activity has in relation to the S.C set – is it needed/essential/purposeful?
- Build in practical application tasks/activities to help gain S.C feedback/interactions from the children

PP  
(S4)

	<ul style="list-style-type: none"> <li>- Go and observe Jane (English Coord) to see how she structures and paces her lessons.</li> </ul>	
2. Continue to challenge the higher attainers and fast finishers so you maximise progress and output	<ul style="list-style-type: none"> <li>- Less examples that others are doing and build the extension opportunities without them being more of the same</li> <li>- Plan to intercept their work and do a T input to push them on</li> <li>- Allow self-selection of tasks (chilli challenge)</li> </ul>	PP (S5)
3. Show the impact of your teaching on the progress of your planned focus group	<ul style="list-style-type: none"> <li>- Plan the focus group input to ensure you impact on progress when working directly – put in your planning</li> <li>- Use AfL and peer assessment to support your judgements of their confidence</li> </ul>	A (S6)

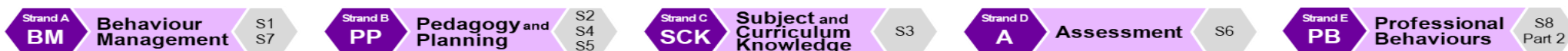
**6. Overall summary - Are there any concerns that the trainee is not on track in a specific strand?**

*Please consider this in the context of the point of time in the school experience and what the reasonable expectations of a trainee are at that stage of their learning and/or teaching experience.*

Behaviour management (S1 and S7)	Pedagogy and planning (S2, S4 and S5)	Curriculum and subject knowledge (S3)	Assessment (S6)	Professional behaviours (S8 and Part 2)
Y / N	Y / N	Y / N	Y / N	Y / N

NB: If **yes** is answered for any strands then please discuss and agree targets (above) to address the priority issues. If the same concerns persist for more than two weeks then a Trainee Support Plan (please see Mentor Handbook for proforma and example) should be created and the university tutor/SD alliance lead informed.

## APPENDIX D (I) – PROFESSIONAL DEVELOPMENT FORMATIVE FRAMEWORK



Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each review point

			Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
Review point	Review date (approximately)	Highlighter/cell fill colour	Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of week 4	PINK				
Review point 2	By end of week 6	TURQUOISE				
Final review	By end of block	GREEN				

Strand A	<b>BM</b> 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.					

**NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**



Strand A	BM Behaviour management	Managing behaviour effectively (S7)	S1	Currently achieving	Currently achieving	Currently achieving
			S7			
		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. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**



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. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**

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. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**

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. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**

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

**NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**

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. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**

Strand E	PB 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. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.**

Strand E	PB 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"> <li>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;</li> <li>having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;</li> <li>showing tolerance of and respect for the rights of others;</li> <li>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;</li> <li>ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> <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>						



## APPENDIX D (II) – EXAMPLE OF A HIGHLIGHTED STRAND FOLLOWING INTERIM/FINAL REVIEWS

### 4.5 | Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.

			Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
Review point	Review date (approximately)	Highlighter/cell fill colour	Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of week 4	YELLOW	JB	11.11.21	KK	15.11.21
Review point 2	By end of week 6	GREEN	JB	24.11.21	KK	30.11.21
Final review	By end of block	BLUE	JB	07.01.22	KK	12.01.22

Strand A	BM 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.						

## APPENDIX E – TRAINEE PERSONAL SUPPORT PLAN FORM

<b>Trainee</b>	
<b>Tutor/mentor</b>	
<b>Start date</b>	
<b>Date of review</b>	<p>Guidance (remove before completion)- set realistic timeframe for the trainee to work on the targets set. Arrange to meet the trainee on this date to discuss their progress and review the targets.</p>
<b>Targets agreed and relevant strands</b>	<p>Guidance (remove before completion)- explain to the trainee that a concern has been raised about their practice/professional behaviours/ progress. Outline the concern so that the trainee is clear what it is and why it is a concern. Explain that you are following the PGCE cause for concern procedures from the main programme handbook. If this is the first support plan, it is linked to the 'concern raised' stage. Explain that the purpose of this meeting is to put a support plan in place in order to help the trainee address the concern, improve practice, etc, and move on.</p> <p><b><u>Targets</u></b></p> <p>Target 1 is...</p> <p>Actions needed to achieve the target:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Target 2 is..</p> <p>Actions needed to achieve the target:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Target 3 is...</p> <p>Actions needed to achieve the target:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>Strands linked to targets</u></b></p> <p>Delete/highlight as appropriate.</p> <p>Strand A - Behaviour management (<i>high expectations and managing behaviour</i>) - S1 and S7</p> <p>Strand B - Pedagogy and Planning (<i>how pupils learn, classroom practice and adaptive teaching</i>) - S2, S4, S5</p> <p>Strand C - Subject and curriculum knowledge - S3</p> <p>Strand D - Assessment - S6</p> <p>Strand E - Professional behaviours - S8 and Part 2</p> <p><b><u>Part 2 of the Standards</u></b></p> <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"> <li>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;</li> <li>having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;</li> </ul> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

<b>The trainee will...</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>The mentor will....</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>The university tutor will...</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Evidence of progress will include:</b>	<p>Guidance (remove before completing) - in this section write down what you expect to see in terms of improvement at the review meeting. Be clear about the evidence the trainee needs to bring/demonstrate and what you will look for, to show that the trainee has improved practice/professional behaviours in relation to the concern raised.</p> <p>Please bring the following evidence to the review meeting on xxxxx.</p> <ol style="list-style-type: none"> <li>Evidence of....</li> <li>Evidence of....</li> <li></li> </ol>

This personal support plan has been discussed and agreed.

Signed:	<b>Trainee:</b>	<b>Tutor:</b>	<b>Date:</b>
		<b>Mentor:</b>	
		<b>Head Teacher:</b>	

Review of trainee personal support plan

<b>Review notes:</b>	<b>Review Date:</b>

**Evaluation of progress:**

Review of target 1: met / not met because ...

Review of target 2: met / not met because ...

Review of target 3: met / not met because ...

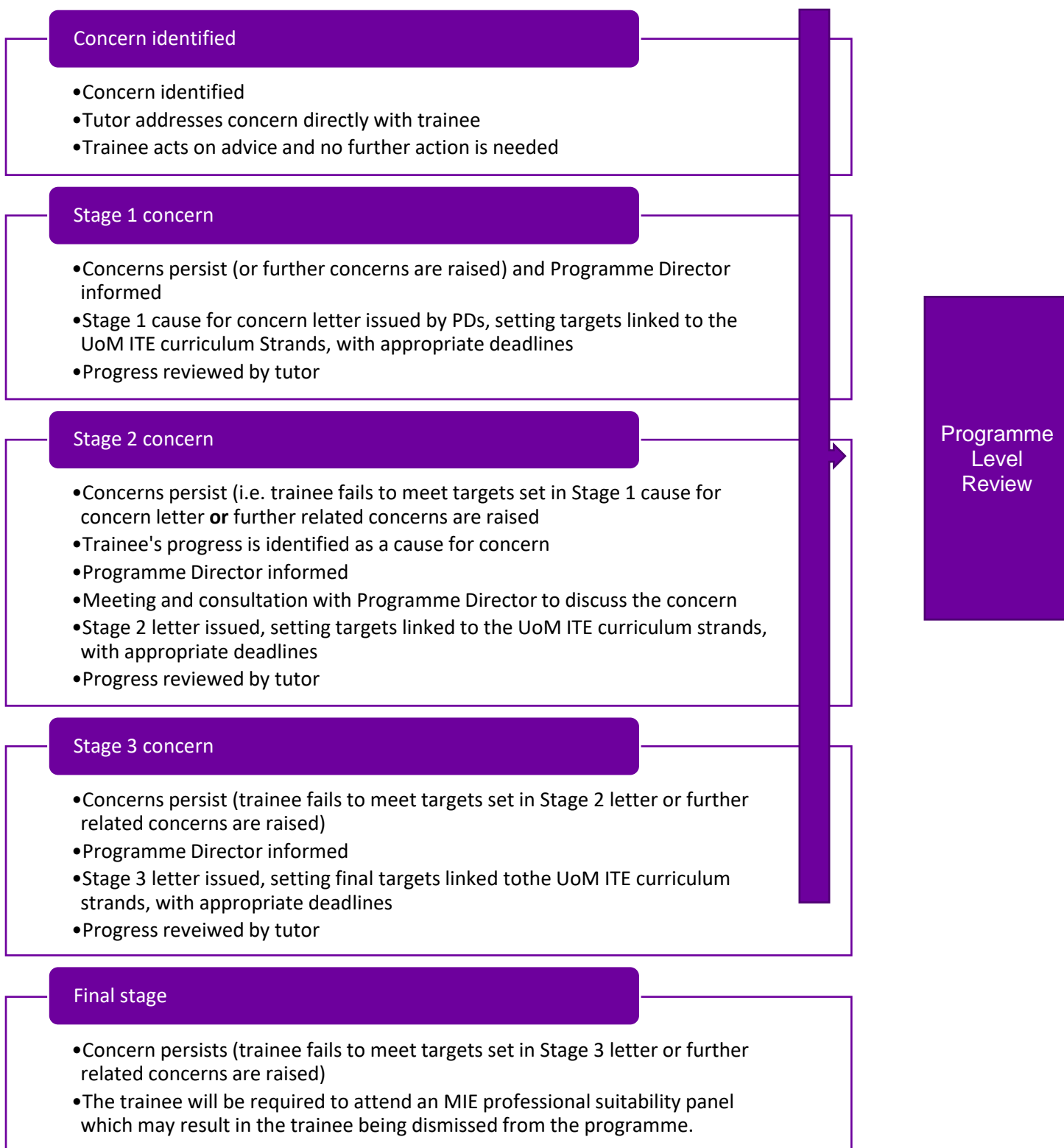
*If targets are 'not met' then these should be transferred to a cause for concern letter by the university tutor or SD lead.*

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.*

## APPENDIX F - FOUR STAGE CAUSE-FOR-CONCERN FLOWCHART

(Document in effect from August 2022).



## APPENDIX G – END OF SCHOOL EXPERIENCE MENTOR REPORT

**This form should only be shared with the trainee, the placement school and The University of Manchester only, not with any other third parties.**

*(Trainees - This form should be completed by your mentor on Block 1 and Block 2 and a copy needs to be uploaded to Turnitin).*

### Summary of trainee attributes

Attribute	Very good	Good	Requires improvement	Attribute	Very good	Good	Requires improvement
Attendance				Organisation			
Punctuality				Planning and preparation			
Relationships with pupils				Self-reflection and evaluation			
Relationships with adults				Response to targets and advice			

### Summary of trainee progress within the five strands

Strand	Very good	Good	Requires improvement	Any additional comments or context
A – Behaviour management (S1 and S7)				
B – Pedagogy and planning (S2, S4 and S5)				
C – Subject and Curriculum Knowledge (S3)				
D – Assessment (S6)				
E – Professional Behaviours (S8 and Part 2)				

## End of school experience mentor report (page 2)

Written commentary			
Trainee progress across the placement:			
Trainee impact upon pupil progress over time:			
Trainee strengths:			
Suggested professional development targets			Strand
1.			
2.			
3.			
Mentor name/signature	School	Year group	Date





## APPENDIX H – TRAINEE WEEKLY LOG FORM (TRAINEE PORTFOLIO)

<b>w/b:</b>		<b>Focus area:</b>		<b>School:</b>		<b>Year group(s):</b>	
-------------	--	--------------------	--	----------------	--	-----------------------	--

<b>What have I taught?</b> <i>List subjects &amp; frequency. e.g. 2x Maths</i> <u>REMINDER: Update your SUBJECTS LOG</u>	<b>Wider experiences and professional development</b> <i>e.g. playground duties, clubs, events, PTA, staff meetings, observing/ professional discussions with other expert teachers, additional CPD</i>	<b>Mentoring and feedback</b> <i>to support my professional development</i> <b>Have the following been completed...?</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">PPA time with mentor</td> <td style="width: 20%; text-align: center;">Y/N</td> </tr> <tr> <td>Mentor-observed lesson (with feedback)</td> <td style="text-align: center;">Y/N</td> </tr> <tr> <td>Weekly mentor feedback meeting</td> <td style="text-align: center;">Y/N</td> </tr> <tr> <td>Mentor feedback form</td> <td style="text-align: center;">Y/N</td> </tr> <tr> <td>'Focus area' requirements</td> <td style="text-align: center;">Y/N</td> </tr> </table>	PPA time with mentor	Y/N	Mentor-observed lesson (with feedback)	Y/N	Weekly mentor feedback meeting	Y/N	Mentor feedback form	Y/N	'Focus area' requirements	Y/N
PPA time with mentor	Y/N											
Mentor-observed lesson (with feedback)	Y/N											
Weekly mentor feedback meeting	Y/N											
Mentor feedback form	Y/N											
'Focus area' requirements	Y/N											

<b>Reflecting on my professional learning</b> <i>Strengths, challenges, experiences (with pupils, a mentor, professional tutor or other members of staff)</i>	
<b>Reflective prompts:</b> <i>I've learned that..., I've learned how to..., I've progressed with..., I've improved at..., I now know/understand/see that..., An expert has taught me/helped me to..., I've developed my subject knowledge around..., I've applied my subject knowledge by..., I observed...in action, I now want/need to rehearse/practise/observe/research...</i>	
<b>'Focus area' reflection</b>	<b>General teaching reflection</b> <i>(including applying subject knowledge learnt on taught course)</i>

<b>Progress against previous targets</b> <i>(discussed at weekly mentor meeting)</i>		
Last week's targets	Mentor summary	My evaluation & reflection
	<b>Met / Not met / Partially met</b>	
	<b>Met / Not met / Partially met</b>	
	<b>Met / Not met / Partially met</b>	

<b>Next week's targets</b> <i>(as shown on weekly mentor feedback form)</i>		
Target	Actions to address this target	Strand

## APPENDIX I – EXAMPLE OF AN ATTENDANCE LOG

### BLOCK 1 ATTENDANCE RECORD

<b>Trainee:</b>	<b>Year group:</b>
<b>School:</b>	<b>Mentor:</b>

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
<b>WEEK 1</b>	week beg.						
<b>Task/obs</b>	.....						
<b>WEEK 2</b>	week beg.						
	.....						
<b>WEEK 3</b>	week beg.						
	.....						
<b>WEEK 4</b>	week beg.						
	.....						
<b>WEEK 5</b>	week beg.						
	.....						
<b>WEEK 6</b>	week beg.						
	.....						
<b>WEEK 7</b>	week beg.						
	.....						
<b>WEEK 8</b>	week beg.						
	.....						
<b>WEEK 9</b>	week beg.						
	.....						
<b>WEEK 10</b>	week beg.						
	.....						

### KEY

- ✓ = In school all day
- Abs = Absent due to illness or other circumstance
- Abs (C-19) = Absent due to Covid-19 issues
- Other = Please give details

## APPENDIX J – OFSTED IN PLACEMENT SCHOOL – FAQs FOR TRAINEES

### What will be my role during a school inspection?

Circumstances vary from school to school and so we understand that heads may vary in what they require. Most schools will ask you to carry on as normal, however, some schools might reduce your teaching load during the inspection. This is perfectly acceptable for the run up to and duration of the inspection. It is, of course, a great opportunity to observe a school being inspected and how the school staff team pulls together.

### Will the inspectors observe me teaching?

Whilst an inspection team could ask to observe you teach, in the vast majority of cases this does not happen. If it does, just carry on as normal, if they can offer you feedback that is useful for your professional development, well and good but they are unlikely to ask to observe you. They may do a book scrutiny of children's exercise books so they'll be looking for pupil progress and the quality of feedback (marking).

### Will my mentor be observed by an Ofsted inspector?

There is a good chance your teacher may be observed and you may be involved in the role of a TA. This is chance to support your mentor and to see the process which is a very valuable experience.

### Will I be observed by my mentor or university tutor during a school inspection?

If you carry on as normal and an observation is scheduled then it may go ahead. It is likely to be postponed as would any observation by your university tutor (UT). Please let the UT know of any inspection notification.

### Will inspectors ask to see my files or lesson plans?

Inspectors ask for little in terms of planning so are unlikely to ask for yours. Your planning should, of course, be of the high standard that is to be expected of a trainee and should always be available as required by the course. If inspectors do observe you teaching it is likely that they will expect to see the associated lesson plan.

### Will inspectors come into my class for any other reasons?

Inspectors carry out a range of activities in addition to lesson observations including examination of data, staff interviews, pupil interviews, 'walks' around school looking for evidence, for example, in display and book scrutinies. It is a valuable opportunity to see how this works in your placement school setting.

**For further advice from and about Ofsted see the 'busting the myths' materials:**

**<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>**



