Secondary Initial Teacher Education


shu.ac.uk/teach
This booklet is a condensed version of the Partnership Handbook and can be used by both mentors and trainees as a quick reference guide for Sheffield Hallam University Secondary PGCE and BSc ITE School based training. Further detail and exemplification can be found in the online full Partnership Handbook available on the Mentor and Placement Portal and in the Trainee School Based Training Handbook.

Contents

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Glossary of terms</td>
<td>4</td>
</tr>
<tr>
<td>2. Roles and responsibilities</td>
<td>5-6</td>
</tr>
<tr>
<td>3. Who to contact when and how</td>
<td>8</td>
</tr>
<tr>
<td>4. Key Contacts</td>
<td>9</td>
</tr>
<tr>
<td>5. Calendars</td>
<td>10</td>
</tr>
<tr>
<td>6. Overview of expectations of school based training</td>
<td>11</td>
</tr>
<tr>
<td>7. School Induction and SMC programme</td>
<td>12</td>
</tr>
<tr>
<td>8. Key principles of school based training process</td>
<td>13</td>
</tr>
<tr>
<td>9. Formative and summative grading</td>
<td>14-15</td>
</tr>
<tr>
<td>10. Weekly Mentor reviews</td>
<td>16</td>
</tr>
<tr>
<td>11. PDP and Teaching file</td>
<td>17</td>
</tr>
<tr>
<td>12. Professional Studies tasks</td>
<td>18</td>
</tr>
<tr>
<td>13. Lesson Plans and Lesson Evaluations</td>
<td>19</td>
</tr>
<tr>
<td>14. Trainee impact on pupil progress</td>
<td>19</td>
</tr>
<tr>
<td>15. Lesson observations and lesson debrief</td>
<td>20</td>
</tr>
<tr>
<td>16. Setting (SMART) targets</td>
<td>21-22</td>
</tr>
<tr>
<td>17. Intervention: support the weaker and stronger trainee</td>
<td>22</td>
</tr>
<tr>
<td>18. Cause for Concern and Referral package</td>
<td>23</td>
</tr>
<tr>
<td>19. Post 16 and Primary experience</td>
<td>24-25</td>
</tr>
<tr>
<td>20. Quality Assurance</td>
<td>26</td>
</tr>
<tr>
<td>21. Compliance</td>
<td>27</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Academic tutor reviews</td>
<td>Carried out after each assessment point</td>
</tr>
<tr>
<td>‘Core’ trainee, both PGCE and BSc</td>
<td>University-led route: school based training organised by SHU</td>
</tr>
<tr>
<td>C4C</td>
<td>Cause for Concern</td>
</tr>
<tr>
<td>Designation document</td>
<td>School self evaluation of training</td>
</tr>
<tr>
<td>Formal Lesson Observations</td>
<td>Aspects of lesson graded against TS</td>
</tr>
<tr>
<td>Formative/summative reviews</td>
<td>Mid point /final assessment of trainee</td>
</tr>
<tr>
<td>FTP</td>
<td>Fitness to Practice</td>
</tr>
<tr>
<td>Grading descriptors</td>
<td>Summative assessment guidance for TS</td>
</tr>
<tr>
<td>ITEC</td>
<td>School Direct Initial Teacher Education Coordinator (same as core SMC)</td>
</tr>
<tr>
<td>LITEC</td>
<td>School Direct Lead Initial Teacher Education Coordinator</td>
</tr>
<tr>
<td>Mentor reviews</td>
<td>Weekly timetabled reviews with mentor and trainee</td>
</tr>
<tr>
<td>Mentor Portal</td>
<td>Online system for mentor to submit grades/reports and access to resources</td>
</tr>
<tr>
<td>PDP</td>
<td>Professional Development Portfolio</td>
</tr>
<tr>
<td>Pen portrait</td>
<td>Trainees summary of progress</td>
</tr>
<tr>
<td>Placement pattern</td>
<td>School based training model</td>
</tr>
<tr>
<td>PPB</td>
<td>Pre Placement Briefing</td>
</tr>
<tr>
<td>Professional Studies tasks</td>
<td>Trainee tasks to support evidence towards QTS.</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>Review points</td>
<td>Dates when reviews need to be completed</td>
</tr>
<tr>
<td>SBT</td>
<td>School Based Training</td>
</tr>
<tr>
<td>SD trainee, PGCE route only</td>
<td>School Direct. School-led route: school based training organised by a Lead</td>
</tr>
<tr>
<td>SMC (Core)</td>
<td>Senior Mentor Coordinator</td>
</tr>
<tr>
<td>SMC programme</td>
<td>Trainee Professional studies programme in school organised by SMC/ITEC</td>
</tr>
<tr>
<td>Subject moderation</td>
<td>A subject specialist visit to moderate school assessment of trainee</td>
</tr>
<tr>
<td>TS</td>
<td>Teachers’ Standards</td>
</tr>
</tbody>
</table>
Partnership Roles and Responsibilities

Effective communication between all partners (school and university staff) is pivotal to the success of the Partnership and to our aspiration to provide high quality school based training that enables our trainees to become outstanding teachers.

Academic Tutors (AT) - tutor the trainee at university maintain contact with school mentors (and other stakeholders as necessary) to support the trainee

- Moderate the assessment of trainee, completing subject moderation report and lesson observation form. (In some cases another university tutor of the same subject specialism conducts the moderation).
- Conduct an academic review of trainee progress at specified review points

Employability and Partnership Team - manages trainees' placement in schools and responds to issues identified by partner schools

- Secure placements with partnership institutions
- Liaise with schools over partnership and placement issues, supported by university subject leaders
- Ensure schools have all the documentation they need
- Monitor the collection of assessment grades and summative reports
- Liaise with the Partnership Co-ordinator to develop communication and support for schools and ULTs

Host Teachers - work closely with trainee and support his/her progress

- Support trainee on all aspects of his/her teaching, including planning, delivery and assessment
- Complete informal observations and provide constructive feedback (preferably written) to the trainee
- Remain in the classroom to support the development of the trainee's skills and confidence

Mentor - provides a high quality school based training experience at school departmental level.

- Organise an appropriate timetable to support trainee experience (guide: 8 hrs teaching in SBT1 and 12 hrs in SBT2)
- Hold a weekly meeting with the trainee that will include setting SMART targets, giving guidance on how these can be achieved, assessing progress towards the standards and grading the trainee at set points
- Liaise with the co-ordinator, host teachers, ULT and academic tutor to facilitate appropriate support when necessary
- Support the trainee to complete the PDP and university assignments where possible
Secondary Partnership Coordinator - liaises with schools, the academic team, and the Employability and Partnerships team to develop and enhance the quality of the partnership.

- Coordinate the delivery of training programmes for mentors and SMCs
- Liaise with the Employability and Partnership Team Leader to ensure that robust systems are in place for tracking and monitoring partnership schools, mentors and trainees
- Ensure that all staff involved in partnership are clear about procedures, roles and responsibilities.
- Maintain and update the ITE documentation for mentors, SMCs and trainees
- Monitor the quality of provision across the partnership through regular review of School Designation, ULT moderation reports, school and trainee placement evaluations

Senior Mentor Co-ordinator (SMC/ITEC) - co-ordinates the overall school based training experience.

- Quality Assure the school-based training, ensuring consistency of mentoring and training
- In consultation with the mentors, complete the Designation Document and discuss with ULT
- Provide the trainees with an induction programme and a school-based professional studies programme
- Moderate the mentors’ judgements

University Link Tutors (ULT) - work in partnership with the school and university to ensure the highest quality training.

- Visit the school to quality assure the training experience - meet with trainees, mentors and co-ordinators and moderate judgements of trainees’ progress
- Discuss the Designation Document with the co-ordinator and agree school designation
- Support the school and trainee when there are concerns about progress and a C4C is issued
- Ensure mentors and coordinators are aware of the partnership processes and documentation

School Direct University Link Tutors (SD ULT) – are responsible for effective liaison between the University and the Lead School and QA of all aspects of training. (See School Direct Guidance for Schools 16/17)

The responsibilities of the SD ULT will include:

- Being the key point of contact between the LITEC and the university on all SD related matters and signposting the LITEC to appropriate colleagues at the university
- Providing the Lead School with information and support on relevant University policies
• Supporting the LITEC in moderating the recruitment and selection to the programme and ensuring all related quality assurance procedures are in place;
• Reviewing data on Trainee teacher progress and attainment and ensuring that an appropriate intervention plan is in place for Trainees who are not making expected progress
• Monitoring the quality of taught training provided by the lead school and its partners schools;
• Reviewing evaluations of the programme at key points and providing feedback to the university and lead school;
• Assisting the Lead School in identifying staff development requirements arising from the operation of the Programme and, where available, opportunities within the University for meeting those needs
• Acting on behalf of the University to support the LITEC in ensuring that all mentors for the Programme are appropriately trained and experienced;
• Ensuring the implementation of the University’s requirements for internal and external moderation of Trainee teacher assessment;
• Working with the LITEC in providing the University with an annual report on the effectiveness of the operation of arrangements for assuring quality and academic standards for the Programme.
### Who to Contact When and How

The table below shows the ‘initial’ lines of communication to ensure all persons involved with supporting a trainee are kept in the loop and issues are responded to appropriately and efficiently. For any queries regarding school-based training issues your first point of contact should be the appropriate PGCE or BSc administrator within the Employability and Partnership Team.

<table>
<thead>
<tr>
<th>Event</th>
<th>Initiated by:</th>
<th>Initial contact:</th>
<th>Forwarded to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-C4C process</td>
<td>Mentor and SMC/ITEC</td>
<td>Trainee</td>
<td>Course Leader</td>
</tr>
<tr>
<td>Issuing of C4C</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator/ULT Course Leader</td>
</tr>
<tr>
<td>Subject moderation visits</td>
<td>Subject Moderator</td>
<td>SMC/mentor</td>
<td>Trainee</td>
</tr>
<tr>
<td>Whole School QA visit</td>
<td>ULT</td>
<td>SMC</td>
<td>Mentor/Trainee</td>
</tr>
<tr>
<td>Trainee absences</td>
<td>Trainee</td>
<td>Mentor/ITEC/SMC/SMC Partnership</td>
<td>Course Leader</td>
</tr>
<tr>
<td>Mentor training</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Advice on school based training issues</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Placement allocations</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Course Leader</td>
</tr>
<tr>
<td>Professional misconduct</td>
<td>Mentor/SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator/Course Leader</td>
</tr>
<tr>
<td>Partnership Issues</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Partnership documentation</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Trainee progress</td>
<td>Mentor/SMC/ITEC</td>
<td>Course Leader</td>
<td>AT</td>
</tr>
<tr>
<td>School placement issues (e.g. Ofsted inspection)</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator</td>
</tr>
<tr>
<td>School placed in Ofsted category 4</td>
<td>SMC/ITEC</td>
<td>Partnership</td>
<td>Coordinator</td>
</tr>
<tr>
<td>University Ofsted Inspection</td>
<td>Coordinator</td>
<td>ULT</td>
<td>SMC/ITEC</td>
</tr>
</tbody>
</table>

**Trainees Experiencing Difficulties** Trainees who are experiencing either financial or emotional difficulties (personal issues) can find additional support from Student Support Services: Money Matters: Tel 0114 225 3813. Wellbeing: Tel 0114 225 2136. Further information/contact details are available on the SHU website.
### Secondary Programme Academic Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Secondary Post Graduate Initial Teacher Education</td>
<td>Fiona Leonard</td>
<td><a href="mailto:F.Leonard@shu.ac.uk">F.Leonard@shu.ac.uk</a></td>
</tr>
<tr>
<td>Head of Secondary Under Graduate Initial Teacher Education</td>
<td>Heather Wain</td>
<td><a href="mailto:H.Wain@shu.ac.uk">H.Wain@shu.ac.uk</a></td>
</tr>
<tr>
<td>Secondary Partnership Coordinator</td>
<td>Jenny Dein</td>
<td><a href="mailto:J.Dein@shu.ac.uk">J.Dein@shu.ac.uk</a></td>
</tr>
</tbody>
</table>

### Subject | PGCE Course Leader | Email
---|---------------------|------------------|
Business Education | Marcus Beck | M.Beck@shu.ac.uk |
Design and Tech/Art & Design | Tony Cowell | T.Cowell@shu.ac.uk |
D&T Food Technology | Lucy Bolsover | L.Bolsover@shu.ac.uk |
English and Drama | Martin Illingworth | M.Illingworth@shu.ac.uk |
Computing | Phillip Spencer | Phil.Spencer@shu.ac.uk |
Mathematics (Core) | Harry Grainger | H.Grainger@shu.ac.uk |
Mathematics (School Direct) | Sue Slater | S.P.Slater@shu.ac.uk |
Modern Languages | Nicky Brown | N.Brown@shu.ac.uk |
P.E and Dance | Melvin Palmer | M.Palmer@shu.ac.uk |
Humanities (Music, History, Geography, RE, Citizenship, Social Science) | Helen Sheehan | H.Sheehan@shu.ac.uk |
Science | Pat Moore | P.Moore@shu.ac.uk |

### Subject | BSc Course Leader | Email
---|-------------------|------------------|
Design and Technology | Mark Helliwell | M.Helliwell@shu.ac.uk |
Mathematics | c/o Heather Wain | H.Wain@shu.ac.uk |
Science | Paul Haigh | Paul.Haigh@shu.ac.uk |

### Employability and Partnership Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Direct</td>
<td>Cathy Borman</td>
<td><a href="mailto:sdpartnership@shu.ac.uk">sdpartnership@shu.ac.uk</a></td>
</tr>
<tr>
<td>BSc</td>
<td>c/o Karen Vye</td>
<td><a href="mailto:ehpartnership@shu.ac.uk">ehpartnership@shu.ac.uk</a></td>
</tr>
<tr>
<td>PGCE</td>
<td>Karen Vye</td>
<td><a href="mailto:ehpartnership@shu.ac.uk">ehpartnership@shu.ac.uk</a></td>
</tr>
</tbody>
</table>
PGCE and BSc Training Calendars

Trainees have two assessed periods of school based training (SBT1 and SBT2). All calendars illustrate when trainees are on SBT and provide an overview of university assessments and deadlines. (see PGCE example extract below) The secondary programme has two distinct patterns AB and ABA. Core PGCE and BSc trainees will follow the AB pattern and have two distinct and separate training schools (A and B). 3yr BSc trainees undertake SBT1 in year 2 and SBT2 in year 3.

School Direct trainees can follow either an AB or an ABA pattern. A SD trainee on an ABA will begin training in host school A, their second period of training in a complimentary school B and they then return to complete their training at their host school A. A mentor supporting a SD trainee should be provided with the appropriate calendar from their Lead School provider.

<table>
<thead>
<tr>
<th>SHU week</th>
<th>Date</th>
<th>PDP Review Schedule</th>
<th>SHU University Programme</th>
<th>KEY NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>05-Sep</td>
<td>DP SK</td>
<td>BA 16:9: Assignment 1: Working at Masters level</td>
<td>DP Developing and Reflecting on Professional Practice</td>
</tr>
<tr>
<td>8</td>
<td>12-Sep</td>
<td>Core and SD Model 1</td>
<td>BA 10:1: School Based Training Preparation</td>
<td>Trainees in school A</td>
</tr>
<tr>
<td></td>
<td>Professional Studies</td>
<td>SC DP</td>
<td></td>
<td>Trainees in school B</td>
</tr>
<tr>
<td>9</td>
<td>19-Sep</td>
<td></td>
<td></td>
<td>ALL trainees in Subject specialist groups</td>
</tr>
<tr>
<td>10</td>
<td>26-Sep</td>
<td>SK</td>
<td>BA 11:2: Core and SD Model 1</td>
<td>ALL trainees Subject clusters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ALL trainees in Professional Studies Groups</td>
</tr>
<tr>
<td>11</td>
<td>03-Oct</td>
<td>DP</td>
<td>BA 12:2: School Based Training 1</td>
<td>Tut ALL trainees in Academic Tutor groups</td>
</tr>
<tr>
<td>12</td>
<td>10-Oct</td>
<td>SK</td>
<td>BA 13:2: Sheffield Half Term</td>
<td>Model 1 SD and Core professional studies</td>
</tr>
<tr>
<td>13</td>
<td>17-Oct</td>
<td>SK</td>
<td>BA 14:2: Sheffield Half Term*</td>
<td>SC Core and SD Model 1 only subject cluster groups</td>
</tr>
<tr>
<td>14</td>
<td>24-Oct</td>
<td></td>
<td>BA 15:2: Sheffield Half Term</td>
<td>BF Behaviour Forum 5/8/17 School Based day, 6/01/17 university based day</td>
</tr>
<tr>
<td>15</td>
<td>31-Oct</td>
<td>SK</td>
<td>BA 16:2: Sheffield Half Term</td>
<td>NOT Trainees complete NOT development plan and sign NOT Charter</td>
</tr>
<tr>
<td>16</td>
<td>07-Nov</td>
<td>SK</td>
<td>BA 17:2: Sheffield Half Term</td>
<td>Full Terms different to SHU</td>
</tr>
<tr>
<td>17</td>
<td>14-Nov</td>
<td>Tut</td>
<td>BA 18:2: Sheffield Half Term</td>
<td>October Half Term Kireikies: 24/10/16 -01/11/16</td>
</tr>
<tr>
<td>18</td>
<td>21-Nov</td>
<td>SK</td>
<td>BA 19:2: Sheffield Half Term</td>
<td>February Half Term Kireikies, Wakefield, Derbyshire: 11/02/17-19/02/17</td>
</tr>
<tr>
<td>19</td>
<td>28-Nov</td>
<td>SK</td>
<td>BA 20:2: Sheffield Half Term</td>
<td>Easter Kireikies: 25/03/17 -10/04/17</td>
</tr>
<tr>
<td>20</td>
<td>06-Dec</td>
<td>SK</td>
<td>BA 21:2: Sheffield Half Term</td>
<td>N.B All trainees must follow school half term dates</td>
</tr>
<tr>
<td>21</td>
<td>12-Dec</td>
<td>Summative Review</td>
<td>BA 22:2: Sheffield Half Term*</td>
<td>Extract from core PGCE calendar</td>
</tr>
<tr>
<td>22</td>
<td>19-Dec</td>
<td></td>
<td>BA 23:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>26-Dec</td>
<td></td>
<td>BA 24:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>02-Jan</td>
<td>Core and SD</td>
<td>BA 25:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Model 1 Professional Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>09-Jan</td>
<td>SC Tut</td>
<td>BA 26:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>16-Jan</td>
<td>DP</td>
<td>BA 27:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>23-Jan</td>
<td>DP</td>
<td>BA 28:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>30-Jan</td>
<td>SK</td>
<td>BA 29:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>06-Feb</td>
<td>DP</td>
<td>BA 30:2: Sheffield Half Term*</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>13-Feb</td>
<td>DP</td>
<td>BA 31:2: Sheffield Half Term*</td>
<td></td>
</tr>
</tbody>
</table>
Overview of Expectations of School Based Training

A trainee must:

a) Have a planned school induction and SMC programme
b) Have two assessed school based training placements
c) Trainee documentation
   - complete the PDP and teaching file as an on-going process
   - complete Professional Studies Tasks
d) Timetable opportunities
   - be given classes across both Key Stages 3 and 4 (4 and 5 for Business studies and some social science trainees)
   - be given a range of abilities
   - be given a range of host teachers if possible
   - have a pastoral experience by being attached to a form group
   - be given opportunities to observe other teachers lessons
   - be given departmental and school extra curricular opportunities
   - have curriculum development time
e) Recommended teaching hours for core and unsalaried SD trainees
   - SBT1 rise to a maximum of 8 hrs per week by Oct. half term.
   - SBT2 rise a maximum of 12 hrs per week by Feb. half term
   - Salaried trainees teach no more than 12 hrs a week before Christmas and 16 hrs after Christmas (90% of a 80% timetable)
f) Member of staff
   - have a staff badge
   - have access to methods of recording and assessment of pupils
   - be introduced to pupils as a teacher
   - ensure they have full access to relevant resources
g) Professionalism
   - sign their statement of professionalism
   - ensure they have knowledge of all relevant school policies eg dress, attendance
   - and school policies e.g. equal opportunities, safeguarding
h) Grading and assessment
   - be graded against all 8 standards and an overall grade at the formative and summative review points and a summative report.
i) Weekly review meeting with their mentor
j) Have planned Primary and Post 16 experience and opportunity to experience SEND and EAL
k) Lesson observations
   - be observed using both formal and informal lesson observations.
   - formal lesson observation required once every two weeks
   - Trainee submits to academic tutor when required.
l) Non-negotiable: Write lesson plans, evaluate and measure impact on pupil progress
School Training Induction and SMC programme

The Induction period is designed to enable trainees to gain a more complete sense of the procedures, timetable and ethos of the school. SMCs often devise varied programmes for trainees to include:

- introduction to pupil management policies and school rules;
- introduction to the organisation of the school and trainees’ specialist subject departments;
- focused observations of a range of experienced teachers operating within and without the classroom. (Often tracking a particular pupil to experience their “journey” through the school for a day or two);
- mentor meetings for timetable planning;
- working with pupils – ‘one to one’, and with small groups of pupils;
- collecting data for their assignments;
- meeting subject-specific task requirements set by their university tutors;
- introductions to library staff, SENCO, learning mentors, reprographics and the wider range of ancillary services in the school;
- introduction to data gathering and usage in the school.

In this period within school, it can be very effective for the trainee to have planned and delivered part of a lesson (or lessons) following careful discussions with a particular host teacher. Classroom management is always high on the list of trainee concerns when contemplating their first placement. Discussion of strategies and focused observations relating to classroom management as early as possible in the placements is always appreciated.

Trainees will have a number of school-based tasks to do during this time. They will appreciate guidance with these from SMC/ITECSs and mentors.

School Based Professional Studies Programme

The SMC is encouraged to coordinate an on-going professional studies programme, where possible, which supports and links with the university based professional studies programme. This could include:

- SEND
- Behaviour for Learning
- Safeguarding
- EAL
- Numeracy and Literacy
- Differentiation
- Use of data
Key Principles of the School Based Training Process

An ITE trainee is expected to work towards achieving the grade of ‘good’ or ‘outstanding’. The Teachers' Standards have been developed to describe the required performance characteristics of fully qualified teachers.

‘Providers of Initial Teacher Training (ITT) should assess trainees against the Standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’

It would be exceptional for a trainee to be outstanding at the beginning of school-based training owing to the lack of teaching experience. Grading against standards for ITT trainees are classified by OFSTED so that a grade “3” would signify a trainee who still “requires improvement” – that is, not yet a “good trainee”. A trainee could be graded “2” or “1” whilst still having “areas for professional development” which they would expect to tackle in the early part of their career.
Formative and Summative Grading
Trainees will be formally assessed and tracked against all of the 8 Teachers Standards at four review points (2 formative reviews and 2 summative). At these review points trainees must provide their PDP and their teaching file for evidence. Assessment grades should, as far possible, be reached in consultation with the trainee using evidence provided. However, it is the mentor’s judgment that will finally determine the grades.

At every formative and summative assessment point the mentor is required to submit grades against all 8 standards and an overall grade via the mentor portal. At the end of each SBT the mentor is also requested to complete a summative report. Trainees should be assessed at their "working at" grade at every assessment point.

Arriving at the final overall grade
We have produced grading criteria as a guide to support the grading process and judgment made against each of the 8 standards. These can be found on the mentor or placement portal and in the partnership and trainee handbooks. It is good practice for the trainee to self assess against these descriptors in preparation for review points. An example of Teachers Standards grading descriptors is on the following page. During all the assessed review points, the mentor will use all the grading descriptors to reach the final judgment.

However, the mentor should also view the trainee’s progress holistically to arrive at a single grade using their detailed, thorough knowledge of the trainee’s strengths and areas for development. A final grade will be based on the following:

- A holistic approach based on the mentor’s professional judgement
- A best fit grade looking at overall standards reached.

Grade 1: Outstanding: Trainee shows consistently that throughout training they meet the standards to a high quality. They demonstrate the standards with at least 50% at grade 1 with a few at grade 2 but none at grade 3 or 4.

Grade 2: Good: Trainee shows for the majority of training they can meet the standards to a good quality. They demonstrate standards with at least 50% at grade 2 but none at grade 4.

Grade 3: Requires Improvement: Trainee demonstrates that they infrequently meet the standards to a good quality. The majority of the standards (more than 50%) will be grade 3 but none at grade 4.

Grade 4: Currently Inadequate: Trainee shows that at present they are not meeting the standards and at least one standard is at Grade 4.
**Teachers Standards Grading Criteria (example)**

TS1. Set high expectations which inspire, motivate and challenge pupils

- *establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 3</th>
<th>Grade 2</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently Inadequate</td>
<td>Requires Improvement to be Good</td>
<td>Good</td>
<td>Outstanding</td>
</tr>
<tr>
<td>a) Struggles to create a safe environment for pupils; little or no evidence of rapport with pupils</td>
<td>a) Creates a safe environment for pupils and develops a rapport with a range of individuals and groups</td>
<td>a) Creates a safe and stimulating environment for pupils where there is respect between trainee and pupils</td>
<td>a) Creates a safe and stimulating environment for pupils with high levels of mutual respect between the trainee and pupils</td>
</tr>
<tr>
<td>b) Low or no expectations that pupils have the potential to make progress</td>
<td>b) Sets high expectations with a range of individuals and groups, believing that all pupils have the potential to make progress</td>
<td>b) Set appropriately high expectations, believing that all pupils have the potential to make progress</td>
<td>b) Set appropriately high expectations, <strong>inspiring and challenging</strong> pupils to achieve <strong>significant goals</strong></td>
</tr>
<tr>
<td>c) Struggles to demonstrate professional behaviour, positive attitudes and values which are expected of pupils</td>
<td>c) <strong>Demonstrates</strong> professional behaviour, positive attitudes and values which are expected of pupils</td>
<td>c) <strong>Consistently demonstrates</strong> professional behaviour, positive attitudes and values which are expected of pupils</td>
<td>c) <strong>Consistently models</strong> professional behaviour, <strong>inspiring</strong> positive attitudes and values in pupils</td>
</tr>
<tr>
<td>d) Fails to generate enthusiasm; pupils show little or no participation or commitment to learning</td>
<td>d) Generates enthusiasm, participation and commitment to learning with some groups</td>
<td>d) Generates enthusiasm, participation and commitment to learning</td>
<td>d) Generates <strong>high</strong> levels of enthusiasm, participation, resilience and commitment to learning</td>
</tr>
</tbody>
</table>
**Weekly Mentor Meetings**

The weekly mentor meeting is the crucial component in supporting a trainee to achieving the aspiration of a grade 1 — ‘outstanding trainee’. It provides the framework for on-going formative assessment and provides a ‘space’ for the trainee to reflect on their successes and weaknesses, to articulate them, and to plan for the next week. It is envisaged that these meetings will be approximately 1 hour per week and must use the appropriate PDP mentor review to set the agenda for discussion. The PDP sets a different focus for each of the weekly meetings throughout the course of the year. It is the trainee’s responsibility to record the discussions on achievements, targets and actions on the appropriate review form.

The following describes the different types of weekly reviews found in the PDP training plan.

<table>
<thead>
<tr>
<th>Review Type</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor review</td>
<td>Review ongoing achievements and targets - no grading. Mentor and trainee identify and agree 2/3 foci for meeting</td>
</tr>
<tr>
<td>Mentor Review and Action Plan</td>
<td>Review progress against all TS and agree action plan focusing on areas for development.</td>
</tr>
<tr>
<td>Formative review</td>
<td>Formal assessment against all 8 TS with overall working grade</td>
</tr>
<tr>
<td>Summative review</td>
<td>Formal assessment against all 8 TS with overall working grade or final grade</td>
</tr>
<tr>
<td>Academic Tutor review</td>
<td>Achievements and targets. This replaces weekly mentor review in the training plan at these points</td>
</tr>
</tbody>
</table>

Trainees will prepare for the Weekly Mentor Review meeting by collating evidence and making notes on their progress in their PDP to form the basis for discussions. This will include evidence from

- individual lesson evaluations
- lesson observations
- feedback from host class teachers and mentor
- notes on progress against the Professional Studies tasks
- notes on the targets and actions from the previous weekly mentor reviews
- notes on wider experience gained during each week.
To support the review of progress, aid discussion between trainee and mentor and the setting of targets we have devised a **QTS Standards Exemplification** document (see appendix A20 in the Partnership Handbook or in the resources section on the mentor/placement portal)

**Professional Development Portfolio (PDP) and Teaching File**

These documents are compulsory and essential components of the trainee’s school based training. The **PDP** is the trainee’s personal development document that enables her/him to identify and prioritise specific aspects of learning at any point in the course and to record all on-going experience during training. The PDP has three main sections.

- School Based Setting Record
- Weekly Review Records
- Progress Tracker

The weekly review record section is the key part of the document that will enable the trainee to drive their progress forward with the support of the mentor and academic tutor. Each weekly review should prove a useful instrument in terms of setting the discussion for successive review meetings and thus support the trainee in identifying progressive targets. Each weekly review should be agreed and ‘signed off’ by the mentor and trainee. **The mentor must insist on copies of each mentor review for their own records.**

The PDP is a word document designed for emailing to mentors and tutors. However, mentors may be able to manage the PDP more effectively using their own schools SharePoint site.

The **Teaching File** is a working document for the trainee teacher and a reference document for the supervising school and university staff. It will reflect the nature of the trainee teacher's school based training setting and indicate to supervising staff something of the trainee's developing professional competence and awareness. It must be kept up to date and be available at all times to assist both school and University staff to offer constructive comment.

The Teaching File collates documents of:

- contact details of school based mentors and tutors
- timetable, schemes of work, class lists and class / individual pupil records.
- lesson plans and resources.
- lesson evaluations (reflecting on the lesson and identifying the impact on pupil progress).
- copies of formal and informal lesson observations.
- notes from observations of other lessons.
Professional Studies Tasks
Collecting evidence for progress against the Teachers’ Standards is undertaken through the Professional Studies Tasks, which are linked to the professional studies programme at university and in school. Trainees have a series of themes and associated tasks linked to their professional studies programme. Once trainees have completed the task they record where the evidence is to be found in the Professional Studies Tasks tracker in the PDP. All evidence should be clearly accessible at all times electronically for monitoring purposes.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Task</th>
<th>Where the evidence of completion of the task can be found (cross reference or hyperlink to teaching file, assignments, reflective journal etc.)</th>
<th>Date of completion</th>
<th>Standards addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a The History of Education</td>
<td>Emerging</td>
<td>• Research each of your placement schools as you start the placement. Look at their website, most recent Ofsted report, prospectus and mission statement. • Review the national curriculum (or other relevant curriculum frameworks) for your subject area and familiarise with your placement school’s schematics of work in the context of this.</td>
<td>16/03/14</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>Developing</td>
<td>• Identify an appropriate class for which you can develop a short sequence of lessons. The plans should indicate how the scheme links to subject curriculum and framework. The plans should be annotated to indicate how your planning supports the aims and purpose of your subject.</td>
<td>10/10/14</td>
<td>2.1, 4.1, 4.2</td>
</tr>
<tr>
<td></td>
<td>Extending</td>
<td>• Take a brief reflection on these lessons, with reference to academic literature, exploring how you wish to develop your planning and teaching skills in the context of your subject.</td>
<td>15/12/14</td>
<td>3.2</td>
</tr>
<tr>
<td>2a Evidence Based Practice</td>
<td>Emerging</td>
<td>• With your mentor discuss a target identified in your summative review from SMT 1. Complete the assignment 3 tentative submission proposing the area you are going to focus on.</td>
<td>19/05/14</td>
<td>4.4, 4.5</td>
</tr>
<tr>
<td></td>
<td>Developing</td>
<td>• In your identified area set appropriate targets for development and undertake an enquiry project (researching the area in relevant literature and trialing new classroom strategies) as you seek to improve your practice.</td>
<td>3.2, 4.4, 4.5 (other standards will be addressed in the context of the project undertaken)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extending</td>
<td>• Prepare a presentation on the outcomes of your project (to be given to colleagues and/or peers), outlining your findings in the context of the school policies and practice with reference to relevant academic literature.</td>
<td>10/11/14</td>
<td>6.1, 6.2</td>
</tr>
</tbody>
</table>

All tasks, emerging, developing and extending, must be completed by the end of the course. It is essential that trainees work on these tasks continuously throughout both SBTs and trainees must regularly update their tracker. It would be useful if the mentor could monitor the tasks and insist on regular and appropriate evidence collection, illustrating trainee best practice.

These tasks replace the need for trainees to collect a further evidence folder against the Teachers Standards.

To help with tasks trainees are encouraged to see the mentor as a

- **Role model** for the ‘emerging’ tasks
- **Guide** for the ‘developing’ tasks
- **Critical friend** for the ‘extending’ tasks

All tasks, emerging, developing and extending, must be completed by the end of the course. It is essential that trainees work on these tasks continuously throughout both SBTs and trainees must regularly update their tracker. It would be useful if the mentor could monitor the tasks and insist on regular and appropriate evidence collection, illustrating trainee best practice.

These tasks replace the need for trainees to collect a further evidence folder against the Teachers Standards.

To help with tasks trainees are encouraged to see the mentor as a

- **Role model** for the ‘emerging’ tasks
- **Guide** for the ‘developing’ tasks
- **Critical friend** for the ‘extending’ tasks
Lesson Plans
These are non-negotiable; all trainees must complete a lesson plan for every lesson

Trainees should record Teachers’ Standards on all lesson plans. When they evaluate the lesson they should assess how well they met the relevant Standards.

Core trainees are expected to use the lesson planning templates provided by their subject tutors during the first period of school-based training and must contain the essential components of a lesson plan (see appendix A14 in Partnership Handbook).

As a trainee’s planning develops they may transfer to a school specific lesson plan template but must ensure that all lessons are planned in detail and meet all of the necessary criteria.

School Direct trainees should use the lesson planning templates provided by their subject tutors or the template provided by their School Direct Lead Initial Teacher Education Co-ordinator (LITEC) providing that it addresses the criteria.

In cases where the School Direct template does not meet these criteria, additional notes should be attached to the lesson plan so that all criteria are met.

Lesson Plan Evaluations
These are crucial in helping the trainee to understand how well the pupils are learning and how the trainee is developing as a teacher. In every evaluation there should be written comments about, for example:

- what went well/didn’t go well
- the impact on pupil progress and evidence of impact
- differentiation, AFL, the starter and plenary
- SMART target for next lesson

Trainee Impact on pupil progress
Trainees need to develop an understanding that the success of a lesson is measured against the impact it has on pupil learning. Trainees should be encouraged to think about what is meant by progress within their particular subject specialism and how that might be assessed and measured. They should be encouraged to measure progress qualitatively as well as quantitatively. Trainees should be introduced to the systems that are used in your school to assess and measure progress (levels, grades, percentages etc).

Below are suggestions of how you might assess impact on pupil progress:
- Direct observation to inform support and intervention
- Monitoring of pupils’ progress from their starting points
- Using levels or some other school system to show progress
- Discussions with teachers and leaders
- Views of pupils/learners
- Discussions with teaching assistants
- Pupils/learners’ engagement, interest, concentration and resilience
- Use of questioning and discussions with individuals, groups and the whole class
- Matching of work and resources to pupils’ differing needs and abilities
- Work scrutiny

Other criteria will include:

- pupils who normally don’t participate start to do so;
- a range of AFL techniques is used to check on pupil learning
- pupil behaviour improves over time

More criteria can be found in the Partnership Handbook. The Impact on Pupil Learning template can be a useful resource. This can be found on the Mentor/Placement portal

**Lesson observations and debrief**

There are two lesson observation templates available to download from the Mentor Portal: **Formal Lesson Observation** and the **Informal Lesson Observation**.

The statutory formal lesson observation assesses the trainee against a combined set of standards. The mentor is only required to assess a lesson against 2 or 3 of these combined standards, which should be appropriate to the trainee’s training objectives of the lesson. There is **NO** overall grading of a lesson.

- Schools are required to complete **one** formal lesson observation **every two** weeks.
- Where possible the mentor should carry out the formal lesson observations.
- Formal lesson observations require assessors to complete a section on how the trainee has impacted on pupil progress in that lesson.
- In addition it is highly desirable that more informal lesson observations are carried out. These are most appropriate if the assessor is a host teacher.
- The mentor should hold a lesson debrief session with the trainee as soon as possible after the lesson has taken place.
The mentor should give a copy of the observation to the trainee. The trainee is responsible for forwarding the lesson observations to the academic tutor prior to academic tutor reviews.

Useful tips for carrying out lesson observations and lesson debrief
To be effective in conducting lesson observations and giving feedback to a trainee, it is important to consider the trainee’s stage of training and her/his individual needs. Preparation is important and you should discuss and agree the specific Teachers’ Standards, which will be the foci for the observation/analysis. You should make notes during the observation and look at:

- the trainee’s impact on learning - is questioning effective, how does the trainee interact with the pupils, is there sufficient challenge for all?
- how the pupils respond to the tasks – are they engaged, thinking, learning?
- your lesson observation form - concentrate on the specific TS as agreed and be precise about strengths and areas for development illustrated by specific examples.
- debriefing - ask the trainee to reflect on the lesson and invite her/his comments; start with the positive; be explicit and specific; discuss the quality of the learning and evidence of pupil progress using specific examples; discuss the Teachers’ Standards that were the foci of the observation; support the trainee in looking at alternative approaches and strategies if necessary.
- set new and appropriate targets and give guidance on how these can be achieved.

Setting SMART targets
A maximum of between 2/3 targets per week discussed and agreed during the review. The trainee should not feel overwhelmed and should have a mixture of long, medium and short-term targets. SMART principles should be applied when setting targets with the trainees

SMART: Specific, Measurable, Achievable, Relevant and Time-limited.

Specific means that objectives are clearly defined and well understood by you and the trainee. They identify the expected work/behaviour and achievement/outcome in precise terms.

Measureable means that you can decide whether the objective has been achieved by reference to evidence.

Achievable (or Attainable) means that the objectives are realistic and linked to factors within your control. They may be aspirational targets (although the
degree of challenge should be recognised when progress is assessed) but
should not be impossible to achieve or outside the trainee’s control. This should
also take into account what a trainee teacher can achieve compared to a full
time and experienced teacher.

**Relevant** means that the objectives are linked to the trainee’s professional
development and their learning. They might be linked specifically to the
Teachers’ Standards but may also be linked to other aspects of learning and
school life.

**Time-limited** means that the objectives have a clear timetable for progress and
achievement, with interim milestones if there is a longer term target, to help you
both assess how you are progressing towards them.

**Example:**
“Include more AfL in your lessons” - This is not a SMART target.
“Identify two AfL techniques you have not yet used. Plan to use them in two
classes next week. Discuss with me (Mentor) in the following weekly meeting.”
This is a SMART target. How this impacted on pupil learning is a Measure of
the success of this target. Refer to the section on Trainee Impact of Pupil
Learning as a guide and suggestions.

**Intervention**
During the periods of school-based training there may often be times when
mentors need to interrupt the process with some form of intervention.
**Intervention:** where there is reason to be concerned:
- at its worst, a serious weakness is identified (Grade 4) or a serious
  misconduct has occurred
- trainees are unwilling or unable to abide by the Statement of
  Professionalism
- trainees are demonstrating a lack of progress

**Intervention:** to enhance trainee performance:
- encourage the trainee to produce a sustained performance resulting in
  raising their attainment by at least one grade. Focus on aspects such
  as behaviour management, planning, working with support staff etc
- enhance the performance of the outstanding trainee through additional
  challenge and experience. Engage with curriculum development, cross
  phase and cross-curricular facets, special needs pupils etc. The aim
  should be negotiate with the outstanding trainee experiences that will
  provide challenge and avoid ‘coasting’

When a mentor’s intervention is necessary due to lack of progress towards an
identified standard, this should be recorded during the weekly mentor meeting
on the appropriate PDP weekly review sheet. It is important that if a mentor has
identified a serious weakness, a formal ‘Cause for Concern’ (C4C) should be
issued at the earliest opportunity.
Formal ‘Cause for Concern’ (C4C)
The formal C4C process informs the trainee of the risk of being awarded a Grade 4 and initiates additional tutor support from the university.

- this must be issued as soon as the mentor and coordinator consider the trainee is at risk of failing
- discussions with the trainee must take place before issuing a C4C and adequate time must be given so that the trainee has opportunity to make progress against the C4C targets prior to a summative review
- additional considerations should include: reducing the trainee’s timetable, observation of good practice, team and small group teaching and approaches to interaction and questioning
- a C4C can be issued whilst a trainee is experiencing a period of absence. This may in some circumstances be the basis or root cause of the C4C. This should be discussed with the Course Leader or LITEC (SD) in advance as they may be aware of reasons why the trainee is not attending.
- The Course Leader and LITEC must be contacted prior to the issuing of a C4C
- the C4C should be emailed to the Partnership Team and an additional visit from a member of the University team to help support the trainee alongside school tutors will be arranged as soon as possible

Referral Package
If a trainee fails to respond positively in the time frame prescribed through the C4C process (usually 2 weeks) then a grade 4 should be awarded. A ‘Refer’ will be initiated through the trainee’s summative report. It is important that the mentor or co-ordinator (SMC/ITEC) has completed and submitted form C4C before a grade 4 is awarded.

- **Referral Package from School Based Training 1**: Induction period of 5 days - Course Leader or Academic Tutor should liaise with mentor. Followed by 20 school days to demonstrate progress (this may be in an alternative school) Depending on the outcome the trainee will leave the course or continue on to the next placement.

- **Referral Package from School Based Training 2**: Induction period of 5 days - Course Leader or Academic Tutor should liaise with mentor. Referral period of 30 school days (usually in the following September). If targets are met then QTS is awarded. If targets are not met the trainee must leave the course without right of re-registration.
Primary and Post 16 Experience Guidelines
To be compliant in line with the Statutory ITE Guidelines, trainees must have experience of Key Stages 2 and 5 when following an 11-16 Secondary ITT course (trainees following 11-19 courses should have experience of KS3 and be aware of the pathways and range of qualifications beyond KS5).

Primary Experience Guidelines
The Primary experience should be organised by the trainee’s school. It should take place during the spring term and will amount to two days of training.

There are two ways in which trainees experience primary requirements.
1) Two day observation visit organised by the partner school.
2) Visits as part of school liaison activities already in existence between training school and feeder schools. Below are a few suggestions.

Experience 1) could include:
- trainees observing teaching in primary classes - preferably Y6
- the visit coinciding with the start of new topics
- the observation of teaching in a subject as part of an action research task
- supporting an individual/small group’s learning during a lesson

Experience 2) could include:
- transition visits - linking trainees to transition activities in a variety of subjects and accompanying the transition visit staff
- Science, Maths, D&T and English outreach visits - trainee accompanying outreach staff
- learning support visits to the primary school - the trainee could support pupil learning as a teaching assistant
- literacy, numeracy and enterprise visits to primary schools - the trainees could be involved in these activities and they could help with the planning

Post 16 Experience Guidelines (For CORE trainees)
The Post 16 experience will be organised by the university if a trainee is not placed in a school with 11-18 provision. The experience will amount to four days of training.

There are two ways in which trainees can experience the post-16 requirements.

1) A four day Post-16 visit (2x2 day blocks over two weeks) during the final placement, if the trainee is not placed in an 11-18 school.

2) The on-going Post-16 experience for trainees placed in an 11-18 school.
Trainees on pathways 1) and 2) could be given the opportunity to:
- observe lessons delivered by experienced, skilful post-16 teachers
- work with the post-16 teacher by delivering a section of the lesson (team teaching) or by supporting an individual/small group’s learning during the lesson
- become familiar with post-16 education by reading subject specifications and SOW
- have a planned discussion with a group of post-16 students and examine their files

In addition, for trainees on pathway 2) the school will determine the extent of the trainees’ involvement and responsibility for their post-16 classes, taking into account the needs of the students and the strengths and skills of the trainees.

Activities trainees could experience:
- Team teaching a module/topic – delivering parts of a lesson or full lessons on a topic
- SEND support – e.g. working with an individual or with a small group of students
- Assessment of Post-16 work – e.g. marking students’ work using the exam board’s assessment criteria or sampling the marking of their experienced host teacher.
- Familiarisation with prior attainment data and the use of it to inform planning.
• equity - each trainee to have a high quality ITE experience.
• comparability - each trainee to be assessed fairly against The Teachers’ Standards.
• consistency - of experience across the Partnership.
• constant improvement – and the avoidance of complacency.

Much of the responsibility for the enhancement of QA is devolved to individual schools. The SMC/ITEC has a key internal-examiner role in Quality Assurance within their establishment that monitors, manages and responds to trainee circumstance and needs. School Direct Lead schools have the responsibility for the QA within their group of schools.

The Quality Assurance cycle begins in the Summer Term when schools are asked to make offers for trainees from particular subject areas. It is imperative that each trainee placed will have a designated mentor who is able to support and assess the trainee in line with the roles and responsibilities set out in the Partnership handbook. School visit reports from University tutors and University Link Tutors, external examiner reports and mentor training moderate and support our quality procedures.

**School visits**
Throughout the year both the school and university review, support and develop the experience of trainees in schools. This will take place as an ongoing process and also at specific points as follows:

- **Whole School visit:** ULTs support mentors and SMC/ITECs in delivering and evaluating the training experience across the school. SMCs/ITECs will discuss with mentors and the ULT the school self-evaluation designation document. The ULT will either be a representative of the university or a Lead School for School Direct. On completion of a visit, the ULT will write a whole school QA report and forward to the SMC/ITEC for agreement and then email to the university partnership team and LITEC if School Direct.

- **Subject Moderation visit:** a Subject Moderator, who could be an academic tutor or a representative from SD Lead School, monitors the trainee’s progress by observing a lesson, checking trainee documentation and moderating assessment in liaison with the mentor. The moderator and mentor will undertake a formal, joint lesson observation, after which, grades are moderated. The moderator will write a subject moderation report. Once completed, the report will be emailed to the mentor, the SMC/ITEC and the partnership team. The LITEC should also be copied in for SD trainees.
Compliance
The Secondary Phase age range is 11-16 but it also includes Post-16 enhancement. Please note that this is for all subjects except Business Studies, which is 14-19. Business Studies trainees and the Social Science trainees who are on the PGCE Secondary Education (14-19) designated course must be offered KS4 and Post-16 teaching experience.

Each school, therefore, must provide teaching experience across both KS3 and KS4 and, if possible, some Post-16 enhancement. (Please refer to page 23 for Post-16 guidelines)

Assessments must be across the age and ability range. If placed in Special schools, age and ability range must still be covered.

Partner schools should follow the agreed procedures and protocols for the assessment of trainees across all standards. This should include enhanced experience in priority areas e.g. EAL, SEND, Phonics.

Trainees should spend sufficient time being trained in schools, which is 120 days across SBT1 and SBT2. Schools (including on SD route) must ensure that trainees have the opportunity to fulfil this requirement.

All trainees must teach in at least two schools during their training.