Secondary PGCE

Partnership Handbook
2024/25

Contents

Introduction

We are delighted to welcome you to the University of Huddersfield Initial Teacher Education (ITE) Partnership. The ITE team acknowledge the enormous part our Partnership Schools play in supporting the next generation of teachers and we thank you for your involvement and commitment to working together in order to provide high quality training for our trainee teachers.

This handbook is designed for trainees and mentors to guide them through the requirements of the assessed block placements in the PGCE course, also known as School-Based Training. In this handbook you will find general advice on mentoring, expected experiences and progression trainees require and information about the curriculum trainees are following in their taught sessions.

Many of our schools have now been working in partnership with us for several years and we hope that you will enjoy working in partnership during this academic year 2024/25. We would like to thank our partnership schools for supporting our trainees and hope that new schools that join the ITE partnership this year will continue their involvement in subsequent years.

Teacher training is only effective when there is a robust ITE partnership between schools and training providers, please email us if you have any questions or queries.

Our Partnership Vision & Mission

Our ITE programme develops professional educators whose purpose is to **transform** the learning and life opportunities of the children, young people and adults with whom they work. Through **inclusive** practice, reflection and commitment to continuous personal development, our trainees are empowered to become **autonomous** practitioners who enable all learners to realise their potential.

We aim to develop teachers who:
- have a holistic understanding of the role of a teacher both within and beyond the classroom, and a strong moral purpose for teaching.
- use inclusive teaching techniques and philosophies.
- use evidence-based pedagogy.
- have strong subject and curriculum knowledge and see their professional learning as a continuous journey beyond their training year.
- apply reflective and critical thinking to their teaching.
- are effective and engaging practitioners.
- become autonomous, confident professionals who are able to make informed decisions in partnership with other professionals.

The University of Huddersfield and its partner schools and settings are committed to safeguarding and promoting the welfare of children and young people and expect all staff and trainees to share this commitment.

Our recruitment and selection policy is in accordance with national guidance. All entrants onto our ITE courses are subject to satisfactory pre-employment checks, including an Enhanced Criminal Records with Barred List check through the Disclosure and Barring Service (DBS).

Carly Woodhead

PGCE Secondary Academic Calendar 2024-25

SEPTEMBER

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KEY

PLACEMENT BLOCK 1	BLOCK 3 ITAP WEEK
BLOCK 1 ITAP WEEKS	SUBJECT WEEK
PLACEMENT BLOCK 2	ENRICHMENT PLACEMENTS—Flexible within first 2 weeks of placement
BLOCK 2 ITAP WEEK	READING WEEK / SCHOOL HOLIDAYS
PLACEMENT BLOCK 3 (SAME SCHOOL AS BLOCK 2)	UNIVERSITY SESSIONS

Key Contacts
The Secondary ITE Team

Course Leader
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Glossary
The terms below will support your understanding of the course.

PebblePad	**An online portfolio updated by the trainee. The portfolio will be assessed by the University.** • Uploaded weekly by the trainee - the Block Guide informs trainees of what to upload. • Trainees upload lesson observations and any additional CPD/training completed when on placement. • You may request the trainee to share this with you to support their progress – mentors do not have access generally.
Brightspace	**The University's virtual learning platform where trainees can:** • Access course information. • Submit assignments and receive feedback. • Receive course announcements.
Personal Academic Tutor	**The Personal Academic Tutor (PAT) is an academic within the Secondary PGCE Team.** • The PAT is the first point of contact if you have any queries or trainee concerns. • Each trainee is assigned to a PAT. • The PAT is responsible for assessing all modules (assignments, PebblePad and VIVAS). • The PAT will visit their trainee at least once in the year.
Subject Tutor	**The Subject Tutor is responsible for delivering subject specific content to the trainee and for visiting the trainee on placement.** • The Subject Tutor visits the trainee for each block (3 times in the year). • In some cases the Subject Tutor is also the PAT (see above).
Subject Mentor	**School based mentor, mentors the trainee within their subject area.** • Works closely with the Professional Mentor to ensure a high-quality provision. • Attends university meetings (online). • Is aware of the ITE Curriculum and embeds this within their mentoring. • Meets with the trainee weekly. • Works closely with the Subject Tutor and informs the PAT of any issues.
Professional Mentor	**School based mentor - oversees the provision for all subjects.** • The Professional Mentor has the overall responsibility of the placement • Works closely with the University and Subject Mentors - understanding the sequence and coherence of the ITE Curriculum.
Modules	**There are 5 assessed modules on the PGCE course.** • 3 placement-based modules which consist of placement practice, online portfolio completion and a VIVA discussion with their PAT which reflects on each placement Block.

	• 2 Masters Level written assignments.

Blocks	**There are 3 blocks across the year.**
	• Block dates are as follows;
	    ▪ **Block 1** = 30/09/24 - 19/12/24 (University every Friday)
	    ▪ **Block 2** = 22/01/25 - 28/03/25
	    Full time in placement from 24/02/25
	    ▪ **Block 3** = 22/04/25 – 11/07/25

RoPs: Review of Progress	**Should be referred to during weekly mentor meeting.** • Each RoP has a focus which correlates with what has been taught in university, the mentor and trainee can decide the focus of that week and complete the relevant RoP.
ESAP	**Enhanced Support Action Plan** • When a trainee requires support in meeting the requirements of the course, the PAT should be immediately notified. • The Subject Mentor and the PAT will discuss how to implement an action plan.
Targets	**Targets are set by the mentor and through discussion with the trainee.** Targets should be specific and concise as well as being relevant to the Professional Values and Practice criteria. They are set at the beginning of each block and the reflected upon at the end.

Course Overview

Placement Schedule

Placement Block	Start date	End date
Block 1	30/09/24	19/12/24
Block 2	20/01/25	28/03/25
Block 3	22/04/25	11/07/25

Assessed Modules

Module: DMS 1330	Launch Date	Submission Date
DMS 1330 Part 2-Microteach	19/09/24	11/10/24
DMS 1330 Part 1-Assignment	22/11/24	22/01/25
DMS 1330 Part 1-Assignment (10%) Optional Submission		20/12/24

Module: DMS 1430	Launch Date	Submission Date
DMS1430- Pedagogy	10/01/25	09/04/25
DMS1430- Pedagogy Assignment (10%) Optional Submission		7/03/25

Placement based modules		

Module: DHB 1120	Launch Date	Submission Date
Block 1 PebblePad	17/10/24	Complete before VIVA 1
DHB1120: PVP1 - VIVA 1	15/11/24	9/12/24 - 13/12/24

Module: DHB 1220	Launch Date	Submission Date
Block 2 PebblePad	10/02/25	Complete before VIVA 2
DHB1220: PVP2 - VIVA 2	27/01/25	31/03/25 - 4/04/25

Module: DHB 1320	Launch Date	Submission Date
Block 3 PebblePad	22/04/25	Complete before VIVA 3
DHB1320: PVP3 - VIVA 3	01/05/25	30/06/05 – 11/7/25

Mentor/Trainee Tasks

Trainee Task Meetings can be arranged at any point during the week but must be done by the 'complete by' date.	To complete by
Send Pen Portrait to School Placement 1	19/09/24
Arrange 2-day Primary School placement discuss with Block 1 mentor	02 -12/10/24
Arrange online Tutorial with Subject Tutor/PAT (Interim Online Meeting)	13/10/24
Student Rep Panel	13/10/24
To complete and upload evidence of University Safeguarding and Prevent training onto PebblePad	7/10/24
Trainee to complete Interim Report with Subject Mentor	17/10/24
Arrange online meeting with Subject Mentor, together with the Subject Tutor/PAT. (Interim Online Meeting)	4/11/24
Trainee to complete Summative Report with Subject Mentor	09/12/24
Send Pen Portrait to School Placement 2	06/12/24
Arrange to spend a day in SEND department as part of Block 2 Induction	20 - 24/01/25
Trainee to complete Interim Report with Subject Mentor	13/02/25
Arrange online meeting, together with Subject Mentor together with the Subject Tutor/PAT. (Interim Online Meeting)	w/c 24/02/25
Trainee to complete Summative Report with Subject Mentor	19/03/25
Student Rep Panel	19/05/25
Arrange online Tutorial with Subject Tutor/PAT.	12/05/25

Subject Weeks

There are 3 Subject Weeks throughout the year (1 in each block), they are led by subject specialists (Subject Tutors) where trainees learn *how* to teach their subject specialism to the relevant age-phase. The trainee also reflects and updates their personal Subject Audit during each Subject Week. During the Subject Mentor Meeting, the Subject Tutors will discuss the subject specific content that has been delivered during the Subject Week with a view of how you can provide opportunities for the trainee to demonstrate their learning on placement. This is also an excellent networking opportunity, meeting with other ITE Subject Mentors across the Partnership. Resources such as lesson observation forms are accessible via our website.

Assessed Placement Blocks

Placement assessment: Module title: Professional Values and Practice 1, 2, 3.
Each assessed placement block is central to the 'Professional Values and Practice' (PVP) module; there are three altogether across the course. Trainees will be assessed in, and must pass, each one.

For each assessed placement block, there is a requirement for trainees to:

- Set initial targets for own professional development (in PebblePad).
- Regularly add evidence to PebblePad, as specified in the handbook (weekly).
- Towards the end of the block, select a bundle of evidence from PebblePad to demonstrate progress towards meeting the PVP Criteria (see below). Demonstrating the impact of their teaching on pupil progress, and for final block, the Teacher Standards.
- Reflect on progress against targets for that block by completing the reflection in PebblePad.
- Engage and discuss with their mentor as they complete the summative (end of block) review - trainees must then upload this to PebblePad.
- Meet with their PAT for a 'viva' to present and discuss their evidence. This will take place at the end of the assessed block.
- Set focused targets for their next steps (in line with the Summative Report) in professional development (in PebblePad).

The PAT will consider the trainee's summative review from the mentor, evidence bundle, and viva presentation/discussion. Trainees will receive either a 'pass' or a 'resit' result based on their block. There is one re-sit opportunity for each module, but no more than two resits are permitted across the entire course.

The focus for each block is set out below:
Block 1: *How have you ensured a safe and positive environment for learning; how you were able to plan and teach successful lessons, and how your developing skills in relation to the five different aspects of practice have impacted on pupils' learning*

Block 2: *Reflect on your development of inclusive pedagogies and practice, and how your developing skills in relation to the five aspects of practice have impacted on pupils' learning. You should be able to talk about how you have planned and taught so that all children have been able to make progress, and about pedagogies and strategies that you have used to ensure that all children's needs are met.*

Block 3: *Evidence the full range of Teachers' Standards, reflect on these in relation to your evidence. There should be a focus on the content and progression of the curriculum you have taught, the decisions you have made in teaching this, and the progress of pupils over time.*

The trainee will reflect using the 5 areas of practice, discussing them holistically rather than individually:

- Behaviour
- Curriculum
- Pedagogy
- Assessment
- Professional Behaviours

The areas of practice link to the Core Content Framework and The Teachers' Standards. The Professional Values and Practice Assessment Criteria are what the trainee will be working towards for each assessed block.

Intensive Training and Practice (ITAP) Weeks

There are 4 ITAP weeks running throughout the year. The DfE requires that all initial teacher training courses include these intensive, practice focused elements. As they are intended to strengthen the link between evidence and practice some of this training must take place in a school environment thus we have scheduled the ITAP weeks to occur during blocks 1, 2 and 3.

Block	Date	Dates in school	Focus
1	21 – 25 Oct	22, 23, 24 Oct	Behaviour and high expectations
1	25 -29 Nov	26, 27, 28 Nov	How children learn – modelling and exposition
2	10 – 14 Mar	11, 12, 13 Mar	Adaptive teaching
3	19 – 23 May	20, 21, 22 May	Formative assessment

- Trainees will attend university on the Monday of each ITAP week where they will be introduced to the aspect of practice as outlined above (e.g. questioning, explanations, routine setting, specific behaviour strategies) with an examination and critical analysis of the evidence base underpinning it
- Trainees will observe examples of good practice on Monday, they then need to observe good practice within their placement school (ideally 2 practitioners)
- Trainees then need the opportunity to plan, practice and deliver the aspect of practice in the classroom
- Trainees should receive feedback on this specific aspect of practice which they will then reflect upon on Friday of the ITAP week when they return to university

In order to support our placement schools a number of documents will be sent out prior to the ITAP week which include a Coaching Brief which outlines the tasks trainees need to carry out when in school. Subject and professional mentors will also be sent an Evidence Base Brief – this is a full summary of the evidence that trainees have examined in their sessions at university.

It's important that trainees have time to observe, plan and practise the pedagogical strategy and that they can be observed delivering this aspect of practice. This may mean that their timetable will need to be adapted slightly to accommodate this however they do not need to be off timetable for the full week.

PGCE Assessed Placement Blocks: Summary

Block	Focus	When	Mentor Responsibilities	Subject Tutor Visit	Assessment
Assessed Block 1	Setting high expectations, creating a safe and positive learning environment.	Induction, Autumn 1, approx. 4 weeks Autumn 2, assessed block approx. 7 weeks	• 1 lesson formal observation per week. • 1 coaching opportunity per week. • 1 Mentor meeting per week where RoP is completed with trainee. • Summative review at end of Block.	Introductory on-line meeting early in placement 1 visit in school after Oct half-term.	Summative review against Block 1 criteria, evidence bundle & Viva 1. Mentor to complete Summative Report 1 with trainee.
Assessed Block 2	Developing inclusive practice.	Induction, Spring 1, approx. 2 weeks. Spring 1, assessed block approx. 5 weeks. *(NB in some SD models, this block starts earlier in the Spring term & ends at Easter)*		Introductory on-line early in placement 1 visit in school after Feb half-term.	Summative review against Block 2 criteria, evidence bundle & Viva 2. Mentor to complete Summative Report 2 with trainee.
Assessed Block 3	Impact on pupil outcomes.	Summer 1 & 2, approx. 10 weeks *(Including 1 week of ITAP - Intensive training and Practice).*		Interim on-line meeting early in placement 1 visit in school after May Bank Holiday.	Summative review against all Teachers' Standards, evidence bundle & viva Mentor to complete Summative Report with trainee.

Target Setting & Mentoring

On-going weekly targets: The mentor will be setting targets for the trainee, which will be a focus of your weekly meeting. It is important that these are focused and granular in detail. There should be only 3 targets per block if they are to be achieved successfully (these are separate to the weekly targets based on teaching).

It is vital to monitor targets during the weekly meeting when last week's targets are reviewed before the next are set. The targets need to be explicit and specific - the aim is to be able to address them within the week. Therefore, targets such as 'improve behaviour management' lack clarity and direction and leave the trainee floundering, so need to be broken down into smaller and more precise guidance. Rather 'be consistent with following the class reward system' gives the trainee a clear action and the mentor something tangible to monitor in the subsequent observation. Some targets are best addressed by having the opportunity to observe a range of colleagues in practice and such observations can be undertaken during the trainee's Professional Development (PD) time. Once a model of good practice has been identified by the mentor it is the trainee's responsibility to follow up and arrange such opportunities. This may link to the coaching opportunity for that week.

Block Targets

At the start of each block, you will set targets for your trainee which will enable them to meet the Professional Values and Practice criteria The trainee will reflect on the targets at the end of the block and will discuss which targets to develop for their next block. The trainee will upload the targets onto their e-portfolio, PebblePad and will discuss them at their end of block VIVAs.

Summative Reviews: End of Block Report

At the end of the placement, mentors are asked to complete a **Summative Review report.** This is based on the assessment criteria for that block, and mentors are asked to identify strengths and next steps for the trainee in each area. No grades are required, but mentors are asked to judge whether the trainee is on track to meet the Teacher's Standards by the end of the course, with continued progress. If a mentor is uncertain about this judgement, PATs will be able to support.

Mentors should complete the summative report together with the trainee (in the week prior to the end of the block) so that the trainee is always fully aware of their own progress and the reasons for comments made. A suggested format for report completion would be:

- Mentors asks the trainee to reflect on their own progress against the criteria prior to the meeting, identifying what they can do, and what their next steps may be.
- Professional discussion between trainee and mentor in which the mentor supports and extends the trainee's own reflections.

Mentor completes the report and shares a copy with the trainee and returns to the university via email.

PGCE Course Modules

The PGCE course consists of university-based sessions (see timetable) and placement experience.

Trainees will be assessed on 5 modules:

DHB1120 Professional Values and Practice 1	Trainees will present the evidence taken from PebblePad and their placement to their PAT at the end of Block 1.
DHB1220 Professional Values and Practice 2	Trainees will present the evidence taken from PebblePad and their placement to their PAT at the end of Block 2.
DHB1320 Professional Values and Practice 3	Trainees will present the evidence taken from PebblePad and their placement to their PAT at the end of Block 3.
DMS1330 Developing Specialist Subject Knowledge - 30 M	There are two parts to this module; a Microteach task with their peers and a written assignment about where their subject lies within the curriculum.
DMS1430 Pedagogies for Supporting Learning and Progress - 30 M	Trainees will produce a sequence of lessons and write a critical account of the planning and delivery of the sequence supported with theory and research.

Placements

Trainees take part in two placements; each placement consists of an assessed 'block'.

During Placement 1, trainees attend university each Friday. This pattern continues for the first three weeks of Placement 2. After this date, trainees attend placement full time.

Trainees must complete a 2-day Primary School placement which they will arrange independently with the support of their Subject Mentor/Professional Mentor - the catchment school or local Primary School is recommended. The 2 days can take place at any point during block 1 although it is recommended to take place during the induction period (first 4 weeks).

> **Placement 1:**
> **Block 1** = 30/09/24 - 19/12/24 (University every Friday)
>
> **Placement 2:**
> **Block 2** = 20/01/25 - 28/03/25 (University every Friday until 13/2/25)
> **Block 3** = 22/04/25 - 11/07/25

If a trainee fails to meet the requirements of the course, PATs should be notified immediately so that an ESAP (Enhanced Support Action Plan) can be implemented.

Placement Induction

For each placement, trainees should be inducted fully. The first week of the placement will allow the trainee to familiarise themselves with the school. **The Professional Mentor usually organises the induction.**
The following induction process will support the trainee:

- Welcome by the Headteacher (and introduction to staff at staff meeting or via email).
- Tour of the school (possibly led by prefects or form reps).
- Policies shared e.g., Safeguarding, absence/attendance, behaviour, racism and bullying, health and safety, IT, mobile and data use.
- Staff handbook including dress code information.
- Details of toilets/evacuation and accessibility.
- Keys/fob and staff badge provided.
- Car parking and travel information shared.
- Introduction to the school's ethos and values (including details of the catchment area/school contextual information).
- Pupil information e.g., pupils on roll, Pupil Premium.
- IT use and printer information shared.
- Provide opportunity for trainee to shadow pupils in a range of subjects.
- To introduce the trainee to their subject department.
- Ensuring trainee is familiar with key staff within the school.
- To support the trainee in securing a 2-day placement in a local primary school (to be completed within the first 2 weeks of placement).
- Sharing details of form group which the trainee will be linked to, this doesn't have to be a form tutor within the subject department.

Subject Mentor induction:

- Discuss the trainee's previous experiences and Pen Portrait.
- Discuss the trainee's school-based training action plan and identify strategies for meeting these targets during the school-based training.

- Discuss future training needs.
- Familiarise the trainee with the department and staff.
- Ensuring trainee can access resources.

PPA Time

Trainees are entitled to a proportion of time to support their own professional development. This time can be used for a variety of purposes to assist the trainee in meeting the specified targets on the action plan. Trainees typically use this time to:
- Focused observations within the department.
- Observe lessons and specific practice in other subjects.
- Meet with key colleagues.
- Plan and evaluate lessons.
- Develop subject knowledge.

Wider School Responsibility

Trainees are required to contribute and demonstrate an understanding of the wider school responsibility, linking to Professional Behaviours. Where possible trainees should be timetabled to:
- Shadow a form group and contribute to the role of a form tutor.
- Attend and support with Parents' Evening.
- Support Open Days, Sports Day, and other events which contribute to the wider school ethos.
- Trainees are required to undertake additional responsibilities such as shadowing duty staff at break and lunch, at least once per week.
- To attend departmental and whole school meetings where relevant.
- To attend inset-training days where appropriate.
- To support or run extra-curricular activities.
- To support with a KS4 intervention group.

Timetable

Subject Mentors should develop a timetable which meets the course requirements. This must be completed on the University timetable proforma and uploaded to PebblePad by the trainee.
- Allow trainees to observe their classes first.
- Provide a gradual increase of hours (trainees may take parts of the lesson until fully confident in taking the lesson independently).
- The timetable can consist of team teaching and solo lessons (see Block details).
- Trainees should have the opportunity to teach across all key stages, team teaching exam classes is acceptable.
- Trainees should have the opportunity to work with professionals from specific departments in supporting pupils e.g., SEND.

Block 1:   **8-12 hours**
Block 2:   **12-14 hours**
Block 3:   **16-18 hours**

This should be used as a guide and be dependent on how a trainee is progressing. Some of the lessons could include team teaching with another trainee or member of teaching staff, or small group work.

Block 1 - Placement 1

Each trainee is individual, we ask that you allow flexibility when planning the trainees timetable. Trainees should not be asked to teach full lessons immediately and a period of observation is advised.

- Trainees will be in university every Friday (placement Monday - Thursday).
- Trainees to experience 2 days within a primary school setting (during the first 2 weeks of placement).
- Trainees should be teaching 50% of their time in placement, between 8-12 hours by the end of the Block. Teaching hours should be built up over time and in-line with the trainee's progress.
- Lesson plans to be provided to mentors/host teachers 48 hours in advance.
- Lesson resources, where relevant should be shared with trainees so that they can adapt them accordingly where appropriate.
- Teaching can consist of team teaching as well as solo teaching, trainees should be teaching more solo lessons towards the end of the placement.
- Trainees should observe teachers assessing pupil work; formatively and summatively.
- Trainees should be paired with a form tutor, experiencing pastoral duties.
- Trainees should be invited to shadow or participate in parents' evening and wider school activities.
- Trainees are encouraged to participate in extra-curricular activities after school or to develop their own 'after-school club' with the support of the mentor.
- Mentors timetable an hourly meeting with the trainee where the RoP is discussed and targets are shared. Trainees should be encouraged to critically reflect on their practice.
- Trainees should receive formative feedback through lesson and behaviour observations, targets and actions can be agreed as a result.
- Trainees should observe other practitioners (OOPS form) at least 6 times during the block.
- Trainees should have the opportunity to shadow colleagues during break and lunch duties at least once per week.
- Trainees will be completing their Microteach and written Specialist Subject assignment (DMS 1330) during Block 1. VIVA 1 will be completed at the end of the Block.

The table below may help to structure the allocation for your trainees:

	Hours allocated
Periods per week (Mon - Thurs)	20
Number of team teaching	4
Number of solo lessons	6
Professional Mentor session (or CPD)	1
Subject Mentor meeting	1
Observing other practitioners	2
Preparation time	6

Block 2 - Placement 2

- Trainees will be in university every Friday (placement Monday - Thursday) until 13/02/25.
- After 13/02/25 trainees will be in placement Monday - Friday.
- Trainees should be teaching 60% of their time in placement, between **12-14 hours** by the end of the Block. Teaching hours should be built up over time and in-line with the trainee's progress.
- Lesson plans should be provided to mentors/host teachers 48 hours in advance.
- Most of the teaching should be solo with the trainee responsible for the planning and delivery of the lesson.
- Trainees may adapt resources which are currently in use by the school.
- Trainees should be encouraged to analyse data to support pupil progress and assessment.
- Trainees will be assessing their class through formative and summative assessment (including homework and class work).
- Trainees should be paired with a form tutor, experiencing pastoral duties.
- It may be possible for the trainee to contribute towards teaching other subjects e.g., PSHE (provided that the support and resources are adequate).
- Trainees should be invited to shadow or participate in parents' evening and wider school activities.
- Trainees are encouraged to participate in extra-curricular activities after school or to develop their own 'after-school club' with the support of the department.
- Mentors timetable an hourly meeting with the trainee where the RoP is discussed and targets are shared. Trainees should be encouraged to critically reflect on their practice.
- Trainees should receive formative feedback through lesson and behaviour observations, targets and actions can be agreed as a result.
- Trainees should observe other practitioners (OOPS form) at least 6 times during the block.
- Trainees should have the opportunity to shadow colleagues during break and lunch duties at least once per week.
- Trainees will be completing their Pedagogies assignment (DMS1430) during Block 2. VIVA 2 will be completed at the end of the Block.

The table below may help to structure the allocation for your trainees:

	Hours allocated
Periods per week (Mon - Thurs)	20
Number of team teaching	3
Number of solo lessons	9
Professional Mentor session (or CPD)	1
Subject Mentor meeting	1
Observing other practitioners	1
Preparation time (including assessment of pupil work)	5

Block 3 - Continuation of Placement 2

This is the **final 'Block'**. Trainees will now be developing into autonomous practitioners, you may decide that lesson plans do not need to be as detailed as they were in Block 1 and 2.

As well as the requirements from Block 2;

- Trainees will be in placement Monday - Friday.
- Trainees to build on their teaching hours to **16-18 hours.**
- Teaching can consist of team teaching as well as solo teaching, trainees should be teaching more solo lessons towards the end of the placement.

The table below may help to structure the allocation for your trainees:

	Hours allocated
Periods per week (Mon - Fri)	25
Number of team teaching	5
Number of solo lessons	12
Professional Mentor session (or CPD)	1
Subject Mentor meeting	1
Observing other practitioners	1
Preparation time (including assessment of pupil work)	5

Observation and Feedback

Observation and feedback make an important contribution to the professional development of trainee teachers. Trainees must have at least 1 formal observation per week which they upload onto PebblePad. It is good practice to offer the trainee more than 1 formal observation to support their development and to encourage critical reflection. Mentors and host teachers may also provide informal feedback to trainees although this does not form part of the formal observation form.

Subject Mentor	1 formal observation per week
Professional Mentor	1 formal observation during each block (see Glossary for block dates).
Subject Tutor	Conducts 1 formal observation alongside the mentor per block (3 times in the year)
PAT	Conducts a formal observation alongside the mentor and Subject Tutor at least once in the year.

Providing Feedback

As with all training, this feedback needs to focus on the positive as well as the negative and it is important to begin with 'what went well'. The following are suggestions to support your feedback:

- Commenting on everything that happened in the lesson in a chronological, narrative form (i.e., a running commentary) isn't especially helpful to the trainee as it lacks specific focus on future development. It also contains far too much input for the trainee to process.
- Link feedback to on-going targets and how these are being met.
- Select key themes that can then be developed into new targets. After all, feedback is a type of assessment for learning.
- Targets need to be specific and granular in detail to enable the trainee to move forward.

PebblePad

To demonstrate meeting the full Huddersfield curriculum and then finally the Teachers' Standards at the end of the course, trainees are required to keep an online portfolio. This is PebblePad. At the end of each assessed placement block, trainees will select evidence from their PebblePad to present for the end of block viva.

PebblePad is the university's digital platform for storing and sharing trainees' professional development journeys. There are two parts to PebblePad; one is a secure storage space which can only be viewed by the trainee, and the other is a portfolio space, known as the PebblePad workbook. PAT's can view the PebblePad workbook at any time, e.g., before a placement visit. Trainees are able to share their PebblePad workbook with their mentors by emailing a link: How to share PebblePad with your mentor.

PebblePad provides the evidence about the quality of trainees' observations, planning, reflection and assessment of children; it demonstrates progress towards the curriculum and ultimately the Teachers' Standards and how trainees have ensured that children have made progress over time. PebblePad documents should be succinct, clearly labelled and well organised, chronicling progress across the course. The quality of the PebblePad evidence is essential for the recommendation for QTS - it is possible to fail an assessed placement block if the PebblePad evidence is not deemed to be sufficient.

Guidance on the contents of PebblePad is included below.
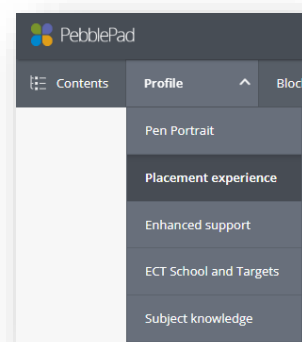
Block Guides

The information below is shared with trainees, used as a 'checklist' for each assessed block.

Block 1
Information and documentation

Primary School Placement	**Core trainees** (non-School Direct): work with your mentor to arrange this.
	
	    o You are required to spend 2 days observing in a Primary School and complete the 'Primary Experience Report'.
	    o Upload the completed report in the 'Alternative Provision' section of PebblePad.
	    o Ensure that you inform your PAT tutor of where and when your placement is taking place.
	
	SD students: Please refer to your SD provider about Primary School placements and follow the instructions above.

Teaching Hours	You should be building up to teach between **8-12 hours** each week by the *end* of block 1.
	
	    o You will not be teaching 8-12 hours per week straight away!
	    o You should be spending time observing your classes and teachers, then you may start to teach parts of the lesson (team teaching) until you teach the lesson on your own (solo).
	    o You will slowly start to build up these hours to eventually between 8-12 hours *e.g.*
	    Week 3: teaching 3 hours (1 hour teach teaching, 2 hours solo teaching)
	    Week 4: teaching 5 hours (2 hours team teaching, 3 hours solo teaching).
	    o Remember, you don't have to 'team teach' but you *can,* this can be **included** in the hours of teaching.
	    o You should aim to teach more solo lessons than team teaching.
	    o Lesson plans/resources should be submitted to the teacher/mentor at **least 48 hours** in advance.

Safeguarding as instructed by the university (applicable to all trainees):	**HAYS Safeguarding:** Complete the HAYS Safeguarding course online.
	    o Upload the HAYS Safeguarding certificate to PebblePad (in the Pen Portrait section).
	    o **All** students must complete and upload this by 7 **October 24.**
	
	Keeping Children Safe: Read the guidance carefully.
	    o There is a tick box on PebblePad (in the Pen-Portrait section)
	    o Tick the box when you have read and understood the guidance, by **27 September 24.**
	
	Home Office PREVENT Training: Online course to be completed as instructed by tutor.
	    o Certificate to be uploaded on PebblePad by **27 September 24.**
	
	If you are unable to meet any of the above deadlines, then please inform your PAT tutor asap.

Documentation	
OOP (Observation of Other Practitioners)	o Observe a range of practitioners (in and outside of your subject area) and upload at **least 6 OoPs forms** by the end of block 1. o These are great opportunity in helping you learn from experienced teachers!
Behaviour observations	o Ask the host-teacher/mentor to observe a particular area of behaviour management when you are teaching a class e.g., use of routines o Behaviour observations are **in addition** to regular 'lesson observation'. o You may ask for behaviour observations to take place when you start teaching full lessons but clarify which area of behaviour management you would like the observer to focus on. o You will need to upload **at least 3** by the end of block 1.
Lesson Packs	**A lesson pack should include:** o A Lesson plan (including details of where you have demonstrated behaviour management e.g., routines, responses, Seating Plan information-although pupil information should be kept anonymous) o A formal observation form completed by your mentor (or host teacher). o Lesson resources o Support Staff Plan (where applicable). o You are required to **upload 7** lesson packs by the end of block 1 (update packs weekly).
Sequence of lessons	As a teacher, it is important that you are able to see where your lesson fits within the Scheme of Work/curriculum. o Plan a sequence of 4 lessons (Scheme of Work), which a teacher could follow. It is not necessary that you teach the sequence. You are purely planning. o One of the lessons from the sequence can come from a lesson pack which you have already uploaded but no more than one. o You should upload the 4 lesson packs for the sequence to PebblePad by the end of Block 1. o Consider the progress that you want the pupil to make, what is the starting point and where does your sequence take them?
Timetable	o Use the template from Brightspace for your placement timetable, upload this into PebblePad asap so that you Subject Tutor can arrange a visit before the end of block 1.
Attendance	o Use the 'Attendance Record' document and upload your attendance each week on PebblePad. o Remember to follow the school's policy but to also email: SEPDattendance@hud.ac.uk and your PAT (Personal Academic Tutor). o SD students: you may have further instructions from your individual providers so check this.
RoPs (Review of Progress)	o The 'Review of Progress' document should form the discussion for your mentor meetings, it links to what is being taught in university and to the Teacher Standards. o You and your mentor should discuss targets which are relevant to your progress. o The document should be updated at each mentor meeting and uploaded onto PebblePad weekly. o You only need to update the one document and replace it each week with the updated version.

Form and 'duty'	o Ensure that you are assigned to a form group (SD students this may differ for you so please check with your provider).
	o You should also shadow a 'duty' at least once per week (e.g., break duty or bus duty).
	o Please note, you should not be left on your own during form or duty periods, you are supporting/leading where appropriate.

Block 2
Information and documentation

Teaching Hours	You should eventually be teaching between **12-14 hours** each week by the *end* of Block 2.
	- Like in Block 1, you will slowly start to build up these hours to eventually between 12-14 hours. - You should start by observing your classes and teachers, then you may start to teach parts of the lesson (team teaching) until you teach the whole lesson on your own (solo). - Remember, you don't have to 'team teach' but you *can,* this can be **included** in the hours of teaching on your timetable. - You should be teaching more solo lessons than team teaching. - Lesson plans/resources should be submitted to the teacher/mentor at **least 48 hours** in advance. **SD trainees:** Please refer to instructions provided by your School Direct provider.
School Context & Block 2 Information	This section of PebblePad should be updated before **31st Jan**.
Targets for Block 2	Targets 1 and 2 were established during your VIVA 1. You should now have updated this onto PebblePad. Target 3 is set with your Subject Mentor during the interim review point.
Interim Review	The Placement Team emails this to your Subject Mentor. The Interim Review should be completed by your Subject Mentor and emailed back by **14 Feb.**
Documentation	
OOP (Observation of Other Practitioners)	- Observe a range of practitioners and upload at **least 6 OOPs forms** by the end of Block 2. - Observations do not have to take place within the same subject area.
Behaviour observations	- Ask the host-teacher/mentor to observe a particular area of behaviour management when you are teaching a class e.g., use of conflict resolution. - Behaviour observations are in addition to regular 'lesson observation'. - You may ask for behaviour observations to take place when you start teaching full lessons. - You will need to upload **at least 3** by the end of block 2.
Lesson Packs	**A lesson pack should include:** - A Lesson plan (including details of where you have demonstrated behaviour management e.g., routines, responses, seating plan information. Pupil information should be anonymised. - A formal observation form completed by your mentor (or host teacher). - Lesson resources including differentiated resources. - Support Staff Plan (where applicable). You should have uploaded a total of **7 lesson packs** by the end of Block 2, these should be uploaded weekly.

Sequence of lessons; DMS1430	This is in reference to DMS 1430. o Plan a sequence of **4 lessons packs.** o You must teach all the lessons and reflect upon each one (as per the assignment guidance). o Each lesson does not have to be formally observed but by doing so, it may support you with your assignment. o One of the lessons from the sequence can come from a lesson pack which you have already uploaded, but no more than one. o Refer to the information shared during the **DMS 1430 launch.**
Timetable	o Use the template from Brightspace for your placement timetable, upload this into PebblePad asap so that you Subject Tutor can arrange a visit before the end of Block 2. o The timetable should include teaching hours of KS3 – KS4, timetabled mentor meetings, any duties including form periods, and opportunities to observe other practitioners.
Attendance	o Use the 'Attendance Record' document and upload your attendance **each week** on PebblePad. o Remember to follow the school's absence policy but to also email: SEPDattendance@hud.ac.uk and your PAT (Personal Academic Tutor). o SD students: you may have further instructions from your individual providers so check this.
RoPs (Review of Progress)	o The 'Review of Progress' document should form the discussion for your mentor meetings, it links to what is being taught in university and link to the Teacher Standards. o You and your mentor should discuss targets which are relevant to your progress, **each week.** o The document should be updated at each mentor meeting and uploaded onto **PebblePad weekly.** o You only need to update the one document and replace it each week with the updated version.
Form and 'duty'	o Ensure that you are assigned to a form group. o You should also shadow a 'duty' at least once per week (e.g., break duty or lunch break duty). o You should not be left on your own during form or duty periods, you are supporting/leading where appropriate.
Wider School Experience	o Attend Parents' Evenings and events wherever possible as this will contribute towards your VIVA 2 discussion. o Remember to record these experiences under the 'Placement Experience' section on PebblePad under 'Profile'.

Block 3
Information and documentation

Teaching Hours	you should eventually be teaching between **16-18 hours** each week by the *end* of Block 3.
	o Like in Block 2, you will slowly start to build up these hours to eventually between 16-18 hours.
	o Remember, you don't have to 'team teach' but you *can,* this can be **included** in the hours of teaching on your timetable.
	o You should be teaching more solo lessons than team teaching.
	o Lesson plans/resources should be submitted to the teacher/mentor at **least 48 hours** in advance.
	SD trainees: Please refer to the instructions provided by your School Direct provider.
School Context & Block 2 Information	This section of PebblePad should only be updated if your Block 3 is different to block 2. If you are returning to Block 1 then complete Block 3 information appropriately.
Targets for Block 3	Targets 1 and 2 were established during your VIVA 2 and through discussion with your Mentor. You should update this on PebblePad within 2 weeks of starting Block 3.
	Target 3 is set with your Subject Mentor during the first 3 weeks of Block 3.
Interim Review	There is no interim report for Block 3, instead, your PAT will make regular contact with your Mentor.
Documentation	
OOP (Observation of Other Practitioners)	o Observe a range of practitioners and upload at **least 4 OOPs forms** by the end of Block 3.
	o Observations do not have to take place within the same subject area.
Behaviour observations	o Ask the host-teacher/mentor to observe a particular area of behaviour management when you are teaching a class e.g., the use of conflict resolution.
	o Behaviour observations are in addition to regular 'lesson observation'.
	o You may ask for behaviour observations to take place when you start teaching full lessons.
	o You will need to upload **at least 2** by the end of block 2.
Lesson Packs	**A lesson pack should be uploaded each week:**
	o A lesson plan (including details of where you have demonstrated behaviour management e.g., routines, responses, seating plan information. Pupil information should be anonymised.
	o A formal observation form completed by your mentor (or host teacher).
	o Lesson resources including differentiated resources.
	o Support Staff Plan (where applicable).
	You should have uploaded a total of at least **7 lesson packs** by the end of Block 3.
A sequence of lessons;	o You will produce another sequence of lessons (minimum of 4 lessons)
	o 1 of the lesson packs can come from the weekly lesson pack uploads.

	o You may use this as an example for VIVA 3 where you discuss how your planning of the sequence has had an impact on pupil progress.
	o If you have created other resources/plans which contribute to the departmental planning of curriculum delivery, then you can also upload them in this section.
Timetable	o Only use the university's timetable template.
	o Upload within 2 weeks of starting Block 3.
	o The timetable should include teaching hours of KS3 – KS4, timetabled mentor meetings, any duties including form periods, and opportunities to observe other practitioners.
Attendance	o Use the 'Attendance Record' document and upload your attendance **each week** on PebblePad.
	o Remember to follow the school's absence policy but to also email: SEPDattendance@hud.ac.uk and your PAT (Personal Academic Tutor).
	o SD students: you may have further instructions from your providers so check this.
RoPs (Review of Progress)	o The 'Review of Progress' document should form the discussion for your mentor meetings, it links to what is being taught in university and links to the Teacher Standards.
	o You and your mentor should discuss targets which are relevant to your progress, **each week.**
	o The document should be updated at each mentor meeting and uploaded onto **PebblePad weekly.**
	o You only need to update one document and replace it each week with the updated version (write which Block you are in when completing the weekly RoP).
Wider School Responsibility: Form and 'duty'	o You will be assigned to a form group (SD students this may differ for you so please check with your provider).
	o You should also shadow a 'duty' at least once per week (e.g., break duty or lunch break duty).
	o Please note, you should not be left on your own during form or duty periods, you are supporting/leading where appropriate.
Wider School Experience	o Attend Parents' Evenings and events wherever possible as this will contribute towards your VIVA 3 discussion.
	o Remember to record these experiences under the 'Placement Experience' section on PebblePad under 'Profile'.

University Teaching

It is important that you know and understand what the trainee is learning in university so that there is coherence with what is being practiced on placement. The Core Content Framework (see Appendices) is the minimum entitlement that trainees are entitled to. In university, we cover the 'Learn That', in placement the trainee with demonstrate the 'Learn How To'. The areas of focus below are what is being taught in university per block.

University/SD learning: Block 1
- Introduction to Subject Audit   - PVP Criteria 1 in the context of the subject.   - Behaviour; Routines   - Health and safety including Safeguarding.   - Impact of questioning, checking of understanding.   - Lesson planning - what makes a 'good' lesson and how to plan.   - Research informed learning (subject related where possible)   - The current climate of education - the subject post-Covid   - Roles and responsibilities - fundamentals of teaching within the subject specialism (including the organisation of setting up an extra-curricular session for pupils)   - Teachers' Standards - within the subject specialism   - Introduction to assessment   - The National Curriculum and the place of the subject - linked to DMS1330 assignment.   - Microteach practice - teaching a concept to peers for 10 minutes - related to DMS1330 assessment   - Placement skills and professionalism including organisation.   - Ofsted Subject Review and a School Ofsted Inspection (Intent, implementation and impact)

University/SD learning: Block 2
- PVP Criteria 2 in the context of the subject.   - Exploring and selecting subject specific pedagogy - linked to DMS 1430   - Adaptive teaching and inclusion/Pupil Premium (trainees will study SEND in detail next week).   - Research informed learning (subject related where possible   - Task design, sequencing lessons and planning for progression.   - Behaviour - responses   - Assessment for progression and effective feedback.   - Links of PSHE within the subject area   - Revisit and further explore the place of the curriculum within their placement school- linked to DMS1330 assignment. Ofsted Subject   - Revisit: School Ofsted Inspection (Intent, implementation and impact)

University/SD learning: Block 2
- Subject Audit update   - PVP Criteria 3 - meeting the Teachers' Standards   - Research informed learning (subject related where possible)   - Planning lessons as a Qualified Teacher   - Behaviour - Conflict Resolution   - The transition from KS4 to KS5   - Deliberate practice

Visits

It is important that the student's timetable is produced using the university template (see appendices). The Subject Tutor will contact you and the trainee to arrange a visit. During the visit the Subject Tutor will:
Discuss the trainees progress with the Subject Mentor.
Observe the trainee teaching a lesson, the observation will be joined by the Subject Mentor.
Support the Subject Mentor with providing feedback to the trainee although you will lead the discussion.
The Subject Tutor will complete a Visit Review Form with the Subject Mentor.

Interim Online Meeting

At the beginning of each block, the PAT (and Subject Tutor where relevant) will meet with the Subject Mentor and trainee online for a 30-minute discussion (usually on Teams). This should be arranged by the trainee; the purpose of the meeting is a 'check in' to see how the trainee is settling in and to address any concerns.

You may wish to meet before or after the meeting without the trainee present, if appropriate. Windows for the meetings to take place are:

Block 1 IOM: 14 Oct - 17 Oct
Block 2 IOM: 24 Feb - 28 Feb
Block 3 IOM: 5 May - 9 May

External Examiners

The External Examiner is employed by the University of Huddersfield to monitor the quality of our provision, in relation to placements, the External Examiner's role is to monitor the quality of the school-based training and the accuracy of the judgements being made about trainees' progress and attainment. They will visit a sample of trainees.

During the visits to schools External Examiners will:
- Observe the trainee teacher teaching a lesson jointly with a school-based Mentor.
- Scrutinise PebblePad and planning documentation.
- Meet with mentors to discuss the trainee's progress and partnership arrangements.
- Provide the trainee teacher with verbal feedback.

Trainees and schools must bear in mind that the purpose of the External Examiner's visit is to quality assure the quality of the ITE partnership. The purpose is not to make a judgement about the trainee's capability.

Following the school visits and scrutiny of academic work at the University, the External Examiner is required to write a report on the quality of the ITT provision at the University. These reports are the basis for informing course evaluation and course improvement planning.

Lesson Planning

Expected Progression

The expectations of independent planning will gradually increase over the course of the year. Each setting will provide a different context and trainees may need more, or less support at different stages. Trainees must provide lesson plans to their host teacher at least **48 hours in advance.**

Beginner: Mentor gives trainee lesson objective/intention, and some/all of the content of the lesson. Trainee adapts the lesson to the needs of the class on a university lesson plan. Likely to be heavily guided by discussion/coaching before writing own lesson plan and be given detailed feedback on planning before the point of teaching. Trainee gradually moves towards being able to plan individual lessons that build up learning incrementally.

Intermediate: Mentor provides trainee with the learning objectives/intentions for each lesson and discusses range of learning activities that trainee might use. Trainee contributes ideas to this discussion. Trainee plans lessons on a university lesson plan. Trainee shares planning with mentor before the lesson and mentor gives feedback/coaching, particularly around progression. Gradually, trainee moves towards suggesting the learning objectives/intentions themselves and is starting to adapt lessons independently.

Advanced: Trainee uses the school's long term or medium-term planning to plan a series of lessons for progression. Trainee makes decisions about the learning objectives/intentions, and the learning activities. Trainee may use school's planning proformas. Trainee shares planning with mentor before the point of teaching for feedback.

Sequence of Lessons: Trainees will need to demonstrate their understanding of sequencing by planning a sequence of at least 4 lessons. The student would create 4 lesson packs which are sequenced together to meet the objectives of the sequence.

Note: schools where planning is shared/already in place:

This can act as excellent scaffolding for trainee teachers. However, trainees still need to learn the skills of planning lessons for themselves, based on pupil's prior attainment and needs, and the set curriculum. Mentors therefore need to consider ways that the trainee can practise these skills. Some examples of how this might be achieved include:

• Trainees adapting existing planning to the specific needs of their class/group. This would usually entail the trainee using a university lesson plan to 'flesh out' the generic planning in detail for their own lesson/s. Later, the trainee might add annotations to the school planning.

• Trainees taking the objectives and sequencing from the school planning but creating their own lesson content to meet these, with guidance.

We don't want trainees to recreate resources but to adapt them for their learners and their own planning. The workload of trainees should be considered at all times.

Role of Professional Mentor

The Professional Mentor has the overall responsibility of the trainee's placement experience. It is expected that the Professional Mentor attends at least 1 mentor meeting.

Induction:
- Introduce the trainee to the school and the school's ethos and catchment area.
- Explain the Safeguarding policy and how the trainee can report an incident.
- Familiarise the trainee to policies, e.g. absence/attendance, behaviour policy, use of mobile phones, Wi-Fi and computer access, Health and Safety, fire evacuation/lockdown.
- Introduce the trainee to the school's curriculum and key staff (and the purpose of a governing body).
- Trainees should be integrated into the school life, where possible please provide a staff ID badge and keys/fobs.
- Provide opportunity for the trainee to observe a range of departments during the induction.
- To support the trainee with sourcing a 2-day primary school placement in Block 1.
- Ensure the Subject Mentor is able to support and provide a timetable which meets the Block requirements.

Trainee Progress and Support:
- To provide sessions or CPD opportunities which enhance the University taught sessions.
- Providing opportunity for pastoral duties (form group).
- Ensuring that trainees have the opportunity to meet the requirements of the course.
- Allowing trainees to participate in whole school events e.g., parents' evening, Christmas fair, sports day.
- Providing SEND/EAL/Pupil Premium information.
- Providing opportunities for trainees to work with a range of ages from 11-16 years and from a range of backgrounds.
- To be aware of and raise concerns about the trainee - understanding how to support them further.
- Advise and supporting the trainee about classroom management, pupil assessment and record keeping in line with school policies.
- To support the personal and professional development of the trainee, providing feedback and targets alongside the Subject Mentor.
- Supporting trainees with university assessments, providing information where possible.
- Ensure that reasonable adjustments to the placement are in place to cater for the needs of trainees with disabilities. This requirement complies with the requirements of the Equality Act. These adjustments must be discussed with the PAT.

Subject Mentor/Host Teachers
- To ensure Subject Mentors and Host Teachers understand the requirements of the course.
- To support the mentor in providing an appropriate timetable including the timetabled weekly mentor meeting.
- To ensure that trainees are receiving formal observations and mentor meetings as required.
- To provide Subject Mentors the opportunity to attend Subject Mentor meetings with the University.
- Being aware of how the placement fits in with the Core Content Framework.
- To ensure that mentors are familiar with the ITT Mentor Standards.
- Informing the University about any Ofsted visits/ratings.
- To liaise with the mentor when an ESAP (Enhanced Support Action Plan) is in place for the trainee.

Role of Subject Mentor

Mentors have a primary influence on the success and outcomes of novice teachers as they facilitate opportunities to observe, discuss and analyse teaching and learning; and to practise, receive feedback and improve their professional practice during the placement.

It is expected that Subject Mentors attend Mentor Meetings throughout the year.

The following highlights the key role of the Subject Mentor

Induction
- To introduce the trainee to the subject team and the working area (provide an area for the trainee to work).
- Ensuring that trainees are aware of the subject curriculum including the fundamental principles of the subject choices made by the department.
- To familiarise the trainee with the resources and Schemes of Work.
- Providing trainees with pupil information and routines which they can observe before teaching.
- To work with the Professional Mentor in supporting the induction process.

Supporting and mentoring professional development
- There is an expectation that mentors will attend the University's online meetings throughout the year.
- Being aware of the University's policies in relation to Safeguarding and equal opportunities is understood.
- To ensure university documentation is returned in a timely manner (Interim and Summative Reports).
- Host the Subject Tutor during visits to the school.
- To work in partnership with the PAT and Professional Mentor when managing trainee concerns.
- To develop an appropriate timetable for the trainee to meet the requirements of the course, allowing for progressive involvement.
- Providing the trainee with the opportunity to work with a range of year groups.
- Ensuring trainee is able to work with professionals when supporting pupils with various needs e.g. SEND.
- Providing opportunities for the trainee to enhance their subject knowledge.
- Ensuring that trainees are able to assess pupils with both formative and summative methods.
- Observing the trainee and ensuring that targets and areas of development are consistent across the department to avoid conflicting feedback from host teachers.
- Monitoring and providing quality assurance through joint observations with host teachers (where possible).
- To explain the purpose of data and how this is used within the department.
- Providing opportunities for trainees to take part in parents' evening/wider school events.
- To ensure trainee is gaining pastoral experience by supporting a form group.
- Supporting trainees with assignments where appropriate.
- Encouraging trainees to reflect on their lessons and providing constructive feedback.
- Meeting with trainee during a timetabled hour per week where RoPs are discussed.
- Discussion in relation to pupil progress, allowing trainees to reflect on classroom practices and pedagogies (linking university sessions to practice).
- Supporting and monitoring the evidence that trainees upload onto PebblePad.

Role of the Trainee

As a trainee, there are procedures that must be followed to ensure a successful placement. Trainees must:

- Adhere to the Code of Professional Conduct for trainee teachers.
- Attend all placement and university sessions (punctually).
- Arrive at school punctually and dressed appropriately.
- Understand the school's policies including safeguarding, behaviour, absence.
- Understand and demonstrate the values and ethos of the school.
- Fully engage with the school's community, attending CPD and events where possible.
- Alert the school if they have a medical condition or a disability so that reasonable adjustments can be made to the placement and appropriate plans can be made to safeguard their welfare and that of their pupils.
- Support the department in the capacity of a trainee.
- Not tact as a 'cover supervisor' or be left alone with pupils.
- Demonstrate understanding from university sessions and reflect on its impact.
- Support a form group.
- Shadow a 'duty' during break or lunch at least once per week.
- Provide lesson plans 48 hours in advance along with resources.
- Ensure that activities are differentiated appropriately to meet the needs of all learners and lessons and activities take into account prior assessments.
- Work with support staff who have been briefed prior to the start of a lesson or have planning sheets.
- Reflect on each lesson.
- Attend a weekly Review of Progress with the Subject Mentor.
- Contribute to the summative review of progress.
- Work with Subject Mentor to plan a Subject Tutor visit.
- Use Professional Development time in a professional manner to address personal targets.
- Ensure that borrowed resources are returned to school at the end of a placement.
- Update PebblePad as required.
- Work with the mentor in arranging observations of other practitioners and behaviour observations.

Role of the Personal Academic Tutor (PAT)

The PAT plays a crucial role in moderating the judgements made by the school. In addition, they are responsible for overseeing the quality of the placement experience for trainee teachers.

- To provide a close link between the University and partnership schools.
- To maintain regular contact with schools and trainees.
- To liaise with Subject Tutors to ensure trainees are making progress.
- Ensure that assignments are assessed accurately.
- To support schools with the implementation of school-based training.
- To monitor PebblePad prior to every school visit and to complete management and quality assurance procedures.
- To moderate observations, visiting each trainee at least once in the year alongside the Subject Tutor.
- To set the trainee specific teaching related targets to aid their further development.
- Discuss with and agree with mentors' assessments of trainee progress and identify targets for future development.
- Support school-based staff with the assessment of trainees and discuss and moderate the Summative Reports.
- Conduct Vivas at the end of each block in line with agreed protocols.
- Provide trainee teachers with personal support and advice during school placements.
- Monitor trainee attendance and alert the programme leader to any issues.
- Support mentors through the implementation of remediation procedures if applicable.
- Report breaches of the Code of Professional Conduct to the programme leader.
- Report any trainees at risk of failure to the programme leader.
- Carry out moderation of the judgements of other university tutors, by observing other trainee teachers across the course.
- To report on the progress of trainees during the interim placement meeting and final moderation meeting.

Guidance for Mentors

Thank you for agreeing to mentor a trainee on the Secondary ITT course at the University of Huddersfield. The mentor is at the heart of driving the quality of the new teachers that enter the education system and in turn, the learning of the young people they teach. The relationship between the mentor and trainee is unique and mentors have a primary influence on the success and outcomes of novice teachers. Mentors also drive forward the coherence of centre and school-based training, helping to join the two together.

A Training Relationship

This is a professional relationship which involves both guidance and assessment. The mentor therefore has a dual role and to avoid conflict between the two, needs to retain a level of objectivity. The trainee is in school to develop their understanding of effective teaching and learning strategies and will not always get things right. They need to be prepared to receive constructive criticism and to be challenged to reflect upon their practice. Openness to advice is often seen as the main success indicator on any training course. This advice needs to be given in a constructive, clear and explicit manner and the guidelines for this should be shared and agreed at the beginning of the relationship. Both mentor and trainee need to share the knowledge gained in centre-based training and build on this in their school practice. The mentor is a 'role-model' and 'expert' in their own classroom and the trainee will often seek to emulate them in every way. However, the trainee is developing their own teaching identity and it is necessary sometimes to step back and identify what may be different but equally effective. As a mentor you are not seeking to develop a clone of yourself, rather, you are empowering a trainee to develop their effectiveness as a reflective practitioner.

Providing Feedback

One of the mentor's main contacts with the trainee will be the observation of lessons and the consequent provision of feedback. As with all training, this feedback needs to focus on the positive as well as the negative and it is important to begin with 'what went well'.

- The mentor must always remember the purpose of feedback, which is to support the trainee to reflect and improve. Perhaps it would be more appropriate to call it 'feedforward' as it focuses on future development.

- Commenting on everything that happened in the lesson in a chronological, narrative form (i.e., a running commentary) is not especially helpful to the trainee as it lacks specific focus on future development. It also contains far too much input for the trainee to process in their working memory. Link feedback to on-going targets and how these are being met. Select key themes that can then be developed into new targets. After all, feedback is a type of assessment for learning. Targets need to be specific and granular in detail to enable the trainee to move forward.

How do you think it went?
This is always a good place to start. It is vital for the mentor to know what the trainee thought of their own lesson as a central factor in determining their progress.

There are three questions can be seen as a guide to exploring the success of any given lesson:
What did you want them to learn? Did they learn it? How do you know?

Trainees need to plan lessons from specific learning objectives rather than on the basis of exciting activities (a common issue) and they need to be clear about the outcome before they begin planning (learning led not activity led) They need to see the lesson as a journey that is leading to a known destination.
This understanding can be hard for trainees, but entirely essential to their development, so the mentor must always focus on this in their feedback. The evaluation of the children's learning is also the evaluation of the trainee's teaching.

Coaching Opportunities

A range of focused activities to support dialogue and progress. Please select one or more of the following to best suit the needs and stage of development for your trainee.

1. **SHARE & EXPLAIN**: This is an opportunity to explore the theory/rationale behind policy and practice. Example: Follow BM Policy - Mentor shares and explains both the practical systems but also the rationale behind them - routines/rewards/sanctions/seating plans/class systems e.g. numbers allowed in provision areas.

2. **DEMONSTRATE & DECONSTRUCT**: While the mentor will undertake regular observations of their trainee's lessons, the trainees also need to be making structured observations both of their class mentor and identified colleagues. This is not a matter of making judgements, but rather being able to identify effective practice and its impact on learning. Trainees in the early stages of training should be advised to focus on specific areas and not the whole lesson e.g. behaviour management or adapting teaching for certain groups. They need clear direction and explicit focus on what to look for. After the lesson the mentor then helps the trainee deconstruct the strategies observed - the 'what' and the 'why' of the teaching and learning.

3. **DISCUSS & ANALYSE**: Guided observations in which the mentor and the trainee observe and discuss another person teaching. This is an opportunity for 'live coaching' as the mentor narrates the effective delivery of a focused/targeted area e.g. strategies for 'effective AfL' that maximise formative assessment opportunities in the moment or around retrieval practice strategies, the week by week breakdown gives examples of these.

4. **TEAM TEACHING**: Sometimes the best way to understand a teaching strategy is not only to observe it, but to also to deliver it within a supportive structure. Team teaching one or a series of lessons allows for immediate feedback and implementing of skills - it also allows for 'risk taking' with the knowledge that the mentor will act as a 'safety net' should it be necessary. Again, negotiating the ground rules for immediate, but tactful, interjections within a trainee's lessons allows for things to get back on track smoothly and immediately without the trainee feeling undermined or losing confidence.

5. **OBSERVE & FEEDBACK:** Mentor observes the trainee teaching and provide feedback and specific targets as suggested above

6. **FILM & EVALUATE:** It may be possible to record a trainee's lesson/or part of lesson for collaborative review and discussion in relation to agreed foci and targets. This can be a powerful tool to deconstruct learning and to share practice and impact by observing the mentor and the mentor talking through and the trainee. This can be really helpful to illustrate a key area, and to show the trainee in real time how to do something or replay it.

Code of Conduct

All trainees are expected to adhere to the guidelines of the School of Education's Code of Conduct, which can be found in the appendices of this handbook, as well as to school policies when in school. These should be read carefully before the start of the course; enrolment on the course equates to acceptance of these conditions. The Code of Conduct also governs expectations in University. The University will take any breaches of the Code of Conduct extremely seriously, and this may lead to Fitness to Practise proceedings (see Fitness to Practise in the appendices)

Privacy and Confidentiality

Trainees must adhere to strict professional expectations regarding the safeguarding of confidential information. This includes data relating to children and to other trainees, colleagues, parents and other schools. This includes face to face and 'virtual' discussion, as well as in assignments. Trainees must make it a priority to find out about and adhere to the policies in placement schools regarding the General Data Protection Regulations (GDPR) (2018), and must fully anonymise data in assignments submitted to Turnitin.

Safeguarding

Safeguarding relates to the actions taken to promote the welfare of children and learners and protect them from harm and is the responsibility of everyone who works with children and learners.

Safeguarding is defined in the Working Together to Safeguard Children (Gov.uk 2018) as:

- Protecting children and learners from maltreatment
- Preventing impairment of children's and learns' health and development
- Ensuring that children and learns grow up in circumstances consistent with provision and safe
  and effective care
- Taking action to enable all children and learners to have the best outcomes

Keeping Children safe in Education (Department for Education 2022) identifies the following issues for those working in schools and other educational settings to be aware of:

- Abuse (multiple forms of)
- Bullying including cyberbullying
- Child sexual exploitation (CSE)
- Children missing education
- Children missing from home or care
- Child criminal exploitation (County lines)
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Female genital mutilation
- Forced marriage
- Up skirting
- Children in the court system
- (so called) Honour based violence
- Gang and youth violence
- Gender based violence
- Hate
- Mental health
- Preventing radicalisation
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Sexting
- Trafficking and modern slavery
- Peer on peer abuse
- Children with family members in prison
- Homelessness

The University of Huddersfield ITE Partnership is committed to ensuring trainees are aware and able to act upon their safeguarding duties as members of the school and setting communities. It is vital that during their induction, every trainee:

- Receives safeguarding training and induction in each training setting which is recorded on the Record of Progress meeting and on 'Pebblepad'.
- Is fully briefed on the setting's e-safety and digital media policy
- Understands the setting's data protection policy, GDPR and procedures.

In addition, trainees will:

- Be fully briefed and sign the Partnership's Code of Professional Conduct which includes the following duties for trainees:
- Become familiar with, respect and adhere to all relevant statutory frameworks including the CCF, university policies and documentation and policies and practices of partnership settings/schools in which they teach
- Prioritise the health, welfare and training of the children and young people in their care
- Engage in University based study where additional support and guidance related to safeguarding takes place, including the completion of online modules such as the Hays online safeguarding training and the Home Office Prevent Training.
- Understand that they are subject to the University's Fitness to Practise policy at all times.

Policies
Equal Opportunities
There are Equal Opportunities procedures in place to support trainees and mentors whilst working on placement. We ensure that the Equality Act 2010 is practised throughout the University and partnership schools.

Equality and Diversity | Anti-Racism Statement.
The School of Education is set in the heart of multicultural Huddersfield, a context that reaffirms the ITE team's recognition of the need to prepare trainees to teach in a diverse society; there is an expectation that trainees will challenge stereotypes, recognise multiple identities, promote equality, commonality, rights, responsibilities, and democracy in both their teaching and academic studies.

We expect our trainees to experience equality and to be treated with respect in both university and in schools. We do not tolerate discrimination, including that of racism. We are keen to continue our professional development and support trainees by partaking in regular training to raise awareness and understanding of issues which affect us all, regardless of our background. We hope to continue this training with our school partners and mentors.

Our aim is to ensure that trainees, school partners and the PGCE team have a clear understanding of how to respond to racist incidents and that of discrimination. The University aims to develop and enhance a fair and inclusive working and learning environment for the benefit of all.
The School of Education's Diversity Champions work to:

- raise awareness of Equality and Diversity responsibilities within the School/Service
- act as an initial point of contact on Equality and Diversity queries within the School/Service
- play an active role in championing the University's commitment to Equality and Diversity across the institution
- advocate on equality and diversity matters
- act as a conduit for information on equality initiatives and an advocate for positive change
- raise awareness of the equality dimension in decision making in their department.

Religious Observance
All trainees can expect the University and schools to be sensitive to personal and religious beliefs in terms of being able to wear religiously and culturally appropriate dress, having a place to pray, and being able to observe religious festivals which require them to be absent. It is anticipated that trainees will require no more than 2 days' religious observance during any one period or for any one festival and two days in total if on a school placement/experience. It is the trainee's responsibility to inform the school and their University tutor as far in advance if absence is anticipated for religious observance. All trainees must follow the school's 'prayer room' guidance.

Spiritual, Moral, Social and Cultural Development (SMSC)
SMSC and elements of Prevent are addressed across the programme and it is expected that trainees will demonstrate an awareness of the importance of these elements in educating for a safe, equitable and just society whilst on placement in schools. All trainees must understand and sign a Code of Conduct which they upload to their online portfolio.

Attendance and absence policy
Trainees are expected to attend each day of placement and all timetabled university sessions in a punctual manner. Schools should be explicit in sharing their expectations about school hours (start and end).
On the first day of absence the trainee must:
- Follow the schools absence policy
- Email sepdattendance@hud.ac.uk and their PAT
- Forward lesson planning to the school and resources via email by 8am if due to teach a

lesson that day.

Trainees may be excused from placements for the following reasons;

- Illness
- Urgent compassionate reasons e.g. bereavement; family illness
- Interviews for teaching posts (arrangements to visit schools must be made either during

PPA time, professional development time or after school, not during planned teaching time)

- Certain religious observances.

If the absence or punctuality has an impact on the trainee's progress, **additional dates may need to be added to the placement.** If there is considerable absence from school, without medical evidence, the partnership (University or school) reserve the right to terminate the placement. The University may consider whether the absence constitutes a breach of the Code of Professional Conduct and may apply the Fitness to Practice policy.

Mentors should ensure that trainees upload their 'Attendance' report onto PebblePad each week. If there are concerns about a trainees attendance or punctuality, please contact their PAT as soon as possible.

Trainee Well-being

There may be times where trainees require support and help. Please report any concerns as soon as possible to the PAT. The University has a range of support options available to trainees whilst studying and on placement. The following is shared with trainees:

The online platform Togetherall can be accessed free and confidentially 24/7 and has a range of support options to enable you to look after your emotional and mental wellbeing.

Alternatively you can arrange to speak to someone from the wellbeing service who will be able to explore the support options available to you.

If you do not feel able to seek support from the University there are a range of external providers who offer services to support well-being, emotional and mental health.

Information on these can be found here, we would also encourage you to consider booking an appointment with your GP.

If you find yourself experiencing a mental health crisis and are struggling to keep yourself safe information on the support available 24/7 can be found here.

Insurance

Trainees working in school are covered under the school's insurance policy. Trainees should ensure that they work in accordance with the school's health and safety policy at all times. We recognise that trainees may benefit from some autonomy in the classroom, and we recommend a process of gradual withdrawal by the subject teacher to help develop the trainee's confidence with managing a class. However, the subject mentor or another qualified teacher should be close by to support the trainee teacher should the need arise. Trainees **should not** be left unsupervised with pupils and should be monitored for support and Safeguarding.

Quality Assurance and Governance

The Partnership Development Committee and School Direct Committee are collaborative committees made up of representatives from schools and settings across our partnership who work alongside tutors to engage in course development share effective practice and identify areas for improvement. Their remit is to:

- Contribute to the strategic direction of the ITE Partnership.
- Contribute to the design and delivery of the ITE programmes.
- Contribute to the moderation of the assessment judgments across the Partnership.
- Review, monitor and evaluate the impact of the training by regularly scrutinising data on rates of trainee progress, outcomes and employment for all routes.
- Consider recommendations from the senior moderator, and External Examiners, identify actions and regularly evaluate the implementation of the actions.
- Develop the Annual Self Evaluation Document.
- Develop the programme Improvement Plan.

We would value your contributions to the Partnership Committee and all mentors would be welcome as members. The committee meets once per term, and if you feel that you would be able offer your support and would like to join as a Committee member, please contact the Placement Team.SEPDPlacements@hud.ac.uk

Monitoring, Evaluation and Improving Partnership Provision

The University of Huddersfield ITE Partnership is committed to ongoing review and development to secure improvements in the quality of training using the following key mechanisms:

- *ECT survey*: Former trainees' feedback on their overall training experience and preparation for employment.
- *Joint observation:* University tutors conduct a joint observation with the Subject Mentor and will jointly engage in the professional dialogue with the trainee afterwards.
- *Subject Tutor records:* Subject Tutors collate feedback from trainees and mentors after each school visit.
- *Moderation of assessment:* University tutors alongside school-based mentors to ensure the consistency of trainee assessment.
- *Assessed Block 1-3 placement data analysis*: The qualitative and quantitative data generated by mentor, Subject Tutor and trainee questionnaire feedback at the end of each assessed block are analysed.
- *External Examiner reports*: Colleagues for other ITE partnerships annually review the quality and consistency of our provision.
- *Annual course evaluation:* The Self-Evaluation Document (SED) and Improvement plan is scrutinised by the university annual evaluation committee.

Our monitoring and evaluations are used to drive Partnership improvements by informing the Self Evaluation Document (SED) and the resulting improvement priorities. These priorities are communicated to members of the partnership through partnership committee meetings. The overall themes from different surveys and evaluations are shared with school-based colleagues and where specific examples of best practice and/or potential areas for development are identified these are communicated as the need arises.

Placement block protocols and procedures

Secondary placement block protocols and procedures

Context

The SEPD placement team supports all the university-led primary and secondary QTS courses as well as several other undergraduate courses which have professional placements as part of their degree. The team consists solely of admin staff. They work closely with the Partnership Lead. In common with all ITE providers nationally the placements team operates in a context where schools volunteer and choose to work with ITE providers to train and educate the next generation of teachers. Nationally there is a shortage of schools willing to take on this role. The placement team and Partnership Lead aim to source high quality placements for our students. However, we need our trainees to understand the context in which they operate and follow the protocols and procedures that apply to all. Please make sure you have read and understood the following.

Protocols and Procedures

1. All placements and school experiences must be organised through the school placement office, who deal with the logistics and administration of placement provision only. **Note:** for PGCE School Direct (SD) students this system is slightly different; Alliance lead Schools administer placement allocation. However, the remaining protocols apply equally to all PGCE trainees.
2. If a trainee has a personal problem, an academic problem, or genuine concerns about a placement, they must immediately contact the Partnership Lead, or if already on block placement their PAT. SD trainees should contact their SD provider.
3. Mentors from partner schools attend training and updating sessions regularly at the university, or with the SD Alliance. It is their role to disseminate this information to their colleagues as necessary.
4. Basic information about each placement is sent to each school taking trainees; **but no hard copy documentation is sent out to schools**. This is all available on the secondary partnership resource page of the website; all schools are informed of this, but **it is important that students can locate this information online if a school asks** https://www.hud.ac.uk/the-university/teacher-training-partnerships/secondaryeducation/
5. Although the placement team and SD providers endeavour to consider geography as a priority when allocating schools, trainees are expected to travel to placements if necessary; 60 minutes from a trainee's residence (public transport) is usually the upper limit in terms of journey time. If a placement can't be secured in a trainee's geographical area, it is the policy to place within a central Huddersfield school e.g. as close to the university as possible.
6. Trainees who are able to drive themselves to placement will have a wider range of options for being placed. It is your responsibility to inform the placement office/ your SD provider should you become able to drive yourself to placement.
7. **Without very good reason and approved first by the Partnership Lead/ SD provider a trainee may not change a placement once it has been allocated;** note, if a trainee rejects a placement that has been found for them, there can be no guarantee that another one can be found.
8. **Trainees may not 'swap' placements with their peers**
9. Trainees will be allocated PATs, based on geography and the tutor's links with a school; it is not protocol to ask to change tutors once allocated
10. The placement office and secondary team, welcome a school joining the secondary

partnership, so if students know or have contacts in a school that may be willing to join the partnership and offer placements, it is permissible for a trainee to approach the school to get confirmation that it is acceptable for the placement office to contact them; however, **this does not guarantee the trainee a place in this school**

11. Every effort will be made to inform trainees about their school experience or placement school, ten working days before the commencement of the placement/experience; if this is a block placement, trainees will usually be informed of their PAT at the same time and provided with a telephone number, a contact name and email address for the school

12. In the current context in which ITE is operating, unfortunately it could be that at the ten day stage, some trainees will not have placements confirmed. In this instance, the trainees affected will meet with the **Partnership Lead** (not the placements office) to discuss the situation and every effort will be made to confirm placements for the trainees concerned as soon as possible

13. As soon as a trainee knows where they are placed it is their responsibility to contact the school. This should be done initially by phone and followed up in an email. This point of contact should be used to confirm start times. Trainees must contact their school for school experiences and for placement blocks.

The placements office or your SD provider must be informed if you are placed in a school or setting where you have an existing personal relationship, for example previous employment, a family member as a member of staff or close family friend**.**

If you are absent from placement due to mental ill health it is advisable to consider the support you may need. The university has a range of support options available to students whilst studying and on placement. The online platform [Togetherall] can be accessed free and confidentially 24/7 and has a range of support options to enable you to look after your emotional and mental wellbeing. Alternatively you can arrange to speak to someone from the [wellbeing service] who will be able to explore the support options available to you. If you do not feel able to seek support from the university there are a range of external providers who offer services to support wellbeing, emotional and mental health. Information on these can be found [here], we would also encourage you to consider booking an appointment with your GP. If you find yourself experiencing a mental health crisis and are struggling to keep yourself safe information on the support available 24/7 can be found [here].

Appendices

ITT Core Content Framework

High Expectations (Standard 1 – 'Set high expectations')	
Learn that…	**Learn how to…**
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	**Communicate a belief in the academic potential of all pupils, by:** • *Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using intentional and consistent language that promotes challenge and aspiration.* • *Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.* • *Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.* **Demonstrate consistently high behavioural expectations, by:** • *Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).* • *Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.* • *Acknowledging and praising pupil effort and emphasising progress being made.*

How Pupils Learn (Standard 2 – 'Promote good progress')	
Learn that…	**Learn how to…**
1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. 9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	**Avoid overloading working memory, by:** • *Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.* • *Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* **Build on pupils' prior knowledge, by:** • *Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.* • *Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.* • *Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).* **Increase likelihood of material being retained, by:** • *Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.* • *Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.* • *Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).*

Subject and Curriculum (Standard 3 – 'Demonstrate good subject and curriculum knowledge')	
Learn that…	**Learn how to…**
1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. 7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.	**Deliver a carefully sequenced and coherent curriculum, by:** • *Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.* • *Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach.* • *Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.* • *Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.* • *Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).* • *Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.* **Support pupils to build increasingly complex mental models, by:** • *Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.* • *Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Drawing explicit links between new content and the core concepts and principles in the subject.* **Develop fluency, by:** • *Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. 9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	• *Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).* **Help pupils apply knowledge and skills to other contexts, by:** • *Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** *Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.* **Develop pupils' literacy, by:** • *Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.* • *Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.* • *Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.* • *Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).* • *Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.* • *Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).*

Classroom Practice (Standard 4 – 'Plan and teach well structured lessons')	
Learn that…	**Learn how to…**
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	**Plan effective lessons, by:** • *Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.* • *Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.* • *Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.* • *Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.* **Make good use of expositions, by:** • *Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Starting expositions at the point of current pupil understanding.* • *Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.* **Model effectively, by:** • *Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).* • *Exposing potential pitfalls and explaining how to avoid them.*

9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. 10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. 11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.	**Stimulate pupil thinking and check for understanding, by:** • *Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).* • *Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Planning activities around what you want pupils to think hard about.* • *Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).* • *Providing appropriate wait time between question and response where more developed responses are required.*

Adaptive Teaching (Standard 5 – 'Adapt teaching')

Learn that…	Learn how to…
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	**Develop an understanding of different pupil needs, by:** • *Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Identifying pupils who need new content further broken down.* • *Making use of formative assessment.* • *Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.*
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.	**Provide opportunity for all pupils to experience success, by:** • *Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.* • *Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.*
5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.	
6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.	**Meet individual needs without creating unnecessary workload, by:** • *Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Making use of well-designed resources (e.g. textbooks).* • *Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge* • *Building in additional practice or removing unnecessary expositions.*
7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.	

	• *Reframing questions to provide greater scaffolding or greater stretch.*
	Group pupils effectively, by: • *Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.* • *Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.*

Assessment (Standard 6 – 'Make accurate and productive use of assessment')	
Learn that…	**Learn how to…**
1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	**Avoid common assessment pitfalls, by:** • *Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).* • *Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).* **Check prior knowledge and understanding during lessons, by:** • *Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using assessments to check for prior knowledge and pre-existing misconceptions.* • *Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.* • *Monitoring pupil work during lessons, including checking for misconceptions.* **Provide high-quality feedback, by:** • *Discussing and analysing with expert colleagues how pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).* • *Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.* • *Discussing and analysing with expert colleagues how to ensure feedback is specific*

	and helpful when using peer- or self-assessment.
	And - following expert input - by taking opportunities to practise, receive feedback and improve at:
	• *Focusing on specific actions for pupils and providing time for pupils to respond to feedback.*
	Make marking manageable and effective, by:
	• *Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.*
	• *Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.*
	Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.
	And - following expert input - by taking opportunities to practise, receive feedback and improve at:
	• *Using verbal feedback during lessons in place of written feedback after lessons where possible.*
	• *Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).*
	• *Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.*

Managing Behaviour (Standard 7 – 'Manage behaviour effectively')	
Learn that…	**Learn how to…**
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	**Develop a positive, predictable and safe environment for pupils, by:** • *Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* • *Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).* • *Giving manageable, specific and sequential instructions.* • *Checking pupils' understanding of instructions before a task begins.* • *Using consistent language and non-verbal signals for common classroom directions.* • *Using early and least-intrusive interventions as an initial response to low level disruption.* **Establish effective routines and expectations, by:** • *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).* • *Reinforcing established school and classroom routines* **Build trusting relationships, by:** • *Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Responding consistently to pupil behaviour.* • *Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.* **Motivate pupils, by:**

	Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach. *Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long- term goals and helping them to see how these are related to their success in school.* *Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.*

Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')	
Learn that…	**Learn how to…**
1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. 5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. 6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 7. Engaging in high-quality professional development can help teachers improve.	**Develop as a professional, by:** • *Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.* • *Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Strengthening pedagogical and subject knowledge by participating in wider networks.* • *Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.* • *Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.* • *Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.* • *Engaging critically with research and using evidence to critique practice.* **Build effective working relationships, by:** • *Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.* • *Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.* • *Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.* • *Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.* • *Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

	• *Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).* • *Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.* • *Preparing teaching assistants for lessons under supervision of expert colleagues.* **Manage workload and wellbeing, by:** • *Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.* • *Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).* • *Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).*

Notes

Learn that… statements are informed by the best available educational research; references and further reading are provided below.

Learn how to… statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

The full framework document can be found here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

Code of Professional Conduct

Demonstrating professional attributes and conduct in University, towards all staff, your peers and in schools, is an essential requirement of achieving QTS. We expect professional conduct from you at all times.

You are expected to work within a framework of legislation, statutory guidance and school policies.

There is an emphasis on promoting equality of opportunity, challenging stereotypes, opposing prejudice and respecting individuals regardless of age, gender, disability, race, ethnicity, class, religion, marital status or sexual orientation.

The code covers school and university-based training.

When you commence the course you will be required to sign the Code of Conduct set out below. You will not be allowed to go into any school or setting if this is not signed and lodged with the Programme Leader.

The Code of Conduct

Student trainee teachers in the Huddersfield Secondary ITE Partnership must at all times:

1. Demonstrate respect for all staff employed by the school, Local Authority, University and external agencies;
2. Demonstrate respect for all children;
3. Demonstrate respect for all parents and carers;
4. Demonstrate respect for other trainee teachers and students (from Huddersfield and other institutions);
5. Be a role model for children and demonstrate the highest professional standards through appropriate personal values;
6. Carry out their duties in line with school and University policies. This will vary from school to school and as such trainees are required to be fully informed of the school's expectations;
7. Comply with equal opportunities legislation and follow school policies in relation to safeguarding and protecting the welfare of children and young people;
8. Declare any disabilities to the school so that reasonable adjustments can be made to school- based training programmes;
9. Maintain appropriate professional boundaries with children, parents, carers and all staff working in the school;
10. Maintain **good** attendance (in University and in school);
11. Carry out procedures for notifying absence as stipulated in the school-based training handbook. Unauthorised absence may result in the termination of the placement;
12. Keep in daily contact with schools during initial absence and forward lesson planning to the school to cover planned teaching;
13. Obtain medical certification for absences exceeding five working days;
14. Firstly, seek the permission of the Head Teacher followed by the Head of ITE should absence be required for reasons other than illness;
15. Attend a progress review following periods of sickness and attend a meeting with the University Occupational Health Department following extensive periods of illness;
16. Attend progress reviews;
17. Be punctual; ensure you arrive in school early enough and stay long enough to fulfil your professional responsibilities; if you leave the school site during the school day, for any reason, even at lunchtime you must inform the appropriate persons.
18. Maintain professional standards of dress and appearance in line with school policy
19. Demonstrate appropriate use of internet facilities in line with university and school policies;
20. Listen to and act on advice from mentors and university tutors.
21. Work effectively as part of teams and demonstrate a commitment to collaborative

and co- operative working;
22. Reflect on and improve their practice;
23. Carry out their professional duties in line with the code of professional conduct drawn up by the ITE partnership;
24. Take responsibility for their own learning including self-evaluation, action planning and appropriate use of Professional Development time;
25. Self-declare any cautions, convictions, reprimands and final warnings from the Police, irrespective of the nature of these;
26. Demonstrate appropriate professional behaviour towards children and young people in all formal and informal settings;
27. Demonstrate appropriate professional behaviour towards all staff, parents and carers;
28. Carry out all school-based tasks as stipulated in specific school-based training handbooks;
29. Adhere to ethical codes of conduct in relation to Child Protection. Photographic images of children must not be taken.
30. Maintain confidentiality in relation to school resources, staff and children;
31. Comply with all university policies, particularly in relation to equal opportunities and race relations policies;
32. Comply with health and safety legislation and policies when working in school and in the university;
33. Keep all paper work relating to school placements up to date throughout the entire duration of the placement, including planning, evaluations, assessment and record keeping;
34. Ensure that adequate planning and preparation has been completed prior to starting a block placement;
35. Ensure that electronic means of communication (e.g. texts and emails) and social networking sites are used responsibly and usage does not bring either the school or university into disrepute. There must be no contact with children or parents via such sites;
36. Ensure that confidential information about pupils is kept safe and secure in accordance with school policy and GDPR regulations;
37. Maintain honesty at all times;
38. Complete university evaluations of all aspects of the provision;
39. Respond to communications promptly using the university email address
40. Refrain from smoking/vaping on school premises (inside or outside);
41. Ensure that any activity in one's personal life does not bring the teaching profession or the ITE partnership into disrepute;
42. All interactions with children must only be undertaken on a professional basis;
43. Comply with all elements of the Teachers' Standards (including Part 2) in order to successfully pass the course.

If a trainee teacher fails to follow the Code of Professional Conduct, the issues will be investigated and the trainee will be required to attend a review with senior partnership colleagues. In all cases of professional misconduct, the university reserves the right to instigate the fitness to practise policy.

Declaration
I declare receipt of the Code of Professional Conduct. I accept the conditions stipulated in this Code. I agree to abide by these.

Name:

Student Number:

Signature:

Date:

Fitness to Practise

As a student on this course, you are working towards a professional qualification of Qualified Teacher Status and registration with a Professional Statutory or Regulatory Body (PSRB), the Department for Education. Therefore, you are required to comply with the Fitness to Practise regulations which have been developed to address issues of professional suitability and misconduct. Matters covered under these regulations relate to your health and or conduct which affect your fitness to practise at all times during your studies with us and may include your behaviour online and in social settings. Examples of breach of professional standards include: failure to disclose a criminal offence committed before or after enrolment, non-attendance, persistent lateness, bullying and harassment, viewing inappropriate material, all forms of dishonesty and misrepresentation, issues relating to safeguarding children and vulnerable adults and referral for some academic integrity offences. This list is not exhaustive, but these regulations relate to inappropriate and unprofessional behaviour and behaviour which would bring the profession into disrepute.

You should seek impartial advice from the student union if you are involved in a fitness to practise matter.

More information on Fitness to Practise is available https://www.hud.ac.uk/registry/current-students/taughtstudents/fitnesstopractise/

Professional Values and Practice Assessment Criteria

Behaviour		
Review Point 1: End of Block 1	**Review Point 2: End of Block 2**	**Review Point 3: End of Block 3**
Use intentional and consistent language that values and supports all students. Acknowledge and praise pupil effort. Set objectives that recognise prior levels of knowledge. Apply rules, sanctions and rewards in line with school policy.	Create a positive environment that promotes effort and perseverance. Set learning objectives which provide stretch and challenge for the class. Teach and maintain clear behaviour expectations. Build positive relationships with pupils over time. Escalate behaviour incidents as appropriate.	**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.
Reinforce established school and classroom routines, for example they can: • Give manageable, specific and sequential instructions; • Check pupils' understanding of instructions before a task begins; • Use consistent language and non-verbal signals for common classroom directions; • Use early and least-intrusive interventions as an initial response to low level disruption.	Create and explicitly teach routines in line with the school ethos that maximise time for learning. Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. Work alongside colleagues as part of a wider system of behaviour management. Engage parents, carers and colleagues with support. Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. Respond quickly to any behaviour or bullying that threatens emotional safety.	**TS7: Manage behaviour effectively to ensure a good and safe learning environment** Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

Curriculum		
Review Point 1: Trainees can…..	**Review Point 2: Trainees can…..**	**Review Point 3: Trainees can…..**
Demonstrate secure subject knowledge for the lessons in which they are teaching. Use resources and materials aligned with the curriculum. Develop analogies, illustrations, examples, explanations and demonstrations to support understanding. Show awareness of common misconceptions when planning and help pupils to master important concepts. Demonstrate an emerging understanding of systematic synthetic phonics. Teach subject specific and unfamiliar vocabulary and plan for pupils to be exposed to high utility and high frequency vocabulary in what is taught.	Identify essential concepts, knowledge and skills and principles of the relevant subject(s). Understand the rationale for curriculum choices and how the curriculum informs lesson preparation. Refine a collection of analogies, illustrations, examples, explanations and demonstrations. Identify possible misconceptions and how to prevent these from forming. Support pupils to learn and master essential concepts knowledge, skills and principles of the subject. Support pupils to become fluent readers and to write fluently. Model reading comprehension by asking questions, making predications and summarising when reading. Model planning, drafting and editing Model and require high quality oral language from pupils.	**TS3: Demonstrate good subject and curriculum knowledge** Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Pedagogy

Review Point 1: Trainees can…..	Review Point 2: Trainees can…..	Review Point 3: Trainees can…..
Take into account pupils' prior knowledge when planning new input. Keep the complexity of a task to a minimum so that attention is focused on content. Encourage pupils to share emerging understanding at points of confusion.	Build on prior knowledge by knowing how to sequence lessons. Explain how new content builds on what is already known. Balance exposition, repetition, practice and retrieval of critical knowledge and skills. Increase challenge as knowledge becomes more secure. Plan regular review and practice of key ideas and concepts.	**TS2: Promote good progress and outcomes by pupils** Be accountable for pupils' attainment, progress and outcomes. Plan teaching to build on pupils' capabilities and prior knowledge. Guide pupils to reflect on the progress they have made and their emerging needs. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. Encourage pupils to take a responsible and conscientious attitude to their own work and study.
Create appropriate learning objectives with support. Show awareness of sequencing of learning for progression and set appropriate lesson timing Demonstrate an emerging ability to use modelling, explanations and scaffolding to support learning. Use questions to check understanding.	Create appropriate learning objectives that build on prior knowledge. Plan activities which enable pupils to make progress towards the learning objectives. Use modelling, explanations and scaffolding to support pupils' progress with increasing success. Include a range of types of questions in class discussions to stimulate thinking, extend understanding and challenge pupils. Provide appropriate wait time between question and response where more developed responses are required.	**TS4: Plan and teach well-structured lessons** Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Reflect systematically on the effectiveness of lessons and approaches to teaching. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
Act on the advice and guidance given by experienced teachers to support different pupil needs. Identify pupils who need new content further broken down, making use of formative assessment.	Plan teaching and learning which increasingly enables *all* pupils to make progress, using a range of strategies such as: • Making use of well-designed resources to support pupils' learning; • Planning to connect new content with pupils' existing knowledge; • Providing additional pre-teaching or practice; • Reframing questions to provide greater scaffolding; • Removing unnecessary exposition;	**TS5: Adapt teaching to respond to the strengths and needs of all pupils** Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. Demonstrate an awareness of the physical, social and intellectual development of children, and know

Pedagogy		
	• Making effective use of teaching assistants and other adults in the classroom under supervision; • Grouping pupils effectively; • Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.	how to adapt teaching to support pupils' education at different stages of development. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Assessment		
Review Point 1: Trainees can…..	Review Point 2: Trainees can…..	Review Point 3: Trainees can…..
Plan formative assessment tasks linked to lesson objectives with support, and think ahead about what would indicate understanding. Use assessments to check for prior knowledge and pre-existing misconceptions.	Monitor pupil work during lessons, including checking for misconceptions. Scaffold self-assessment by sharing model work with pupils, highlighting key details. Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Focus on specific actions for pupils and provide time for pupils to respond to feedback. Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments. Identify efficient approaches to marking and alternative approaches to providing feedback.	**TS6: Make accurate and productive use of assessment** Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Professional Behaviours		
Review Point 1: Trainees can…..	**Review Point 2: Trainees can…..**	**Review Point 3: Trainees can…..**
Extend subject and pedagogic knowledge as part of the lesson preparation process. Respond positively to challenge, feedback and critique from mentors. Reflect on progress made, and with support recognise strengths and weaknesses and identify next steps for further improvement. Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. Share learning objectives with teaching assistants ahead of lessons.	Be proactive to strengthen pedagogical and subject knowledge. Engage critically with research and use evidence to critique practice. Demonstrate the ability to work with the SENCO and other professionals to support pupils with additional needs including making explicit links between interventions delivered outside of lessons with classroom teaching. Prepare teaching assistants for lessons with increasing independence. Personalise systems and routines to support efficient time and task management.	**TS8: Fulfil wider professional responsibilities** Make a positive contribution to the wider life and ethos of the school. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Deploy support staff effectively. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. Communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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.

Teachers must have an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities.