

Question? Contact us: partnership@warwick.ac.uk



PGCE & School Direct Secondary Partnership & Mentoring Handbook 2019-20

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Contents

Welcome to the Warwick Teacher Education Partnership with Schools.....	4
The Warwick and Schools Partnership	5
Communication	6
Programme Structure	8
School Alliances in Partnership with the University of Warwick.....	9
Mentoring in the Warwick and Schools Partnership.....	10
Professional Mentors (PMs)	10
Subject Mentors (SMs)	11
Induction checklists	12
The Role of the University	14
Personal Tutor (PT).....	14
Moderation Tutor (MT)	14
Settling in visits	14
Placements	15
Documentation.....	18
PGCE Delivery and Assessment Model.....	19
Lesson Observations and Feedback.....	20
Mentor Meetings.....	22
Tracking Progress.....	24
Assessment Profile 1 (AP1) – form	24
Assessment Profile 2 (AP2) – form	24
Assessment Profile 3 (AP3) – form	24
Assessment Profile 4 (AP4) – form	24
Assessment Profile 5 (AP5) – form	24
The QTS Assessment Process	25
What happens in a Moderation Visit?.....	25
Attendance	26
Postgraduate Assignments	27
<i>N.B. PG2a is assessed formatively to help identify any specific needs regarding the completion of Master's level assignments.....</i>	<i>27</i>
Resubmissions	27
QTS only route	27
Professional Digital Portfolio (PDP)	28
PDP Tasks.....	28
Cause for Concern	30

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Intervention plan for trainees who are struggling to meet the minimum expected rates of progress	30
Pastoral Support	33
Temporary Withdrawal	33
Fitness to Practise	34
Appendix.....	36
A1 Safeguarding.....	36
A2 Health and Safety	39
A3 CTE Trainee Agreement 2019-20	41
Introduction.....	41
Safeguarding pupils	41
Responsibilities	41
Our responsibilities to you.....	42
Your responsibilities	43

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Welcome to the Warwick Teacher Education Partnership with Schools.

The Centre for Teacher Education (CTE) exists to provide high quality teacher education and professional development. Bespoke provision that is co-constructed and co-delivered with our school partners is a unique aspect of our work and underpins the University of Warwick's commitment to learner-centred delivery. Through our strong and effective partnerships with a wide range of schools we are contributing significantly to teacher supply and school improvement with 99% of our trainee teachers gaining employment in schools each year, 74% of whom gain employment in our local and regional communities. Our vision and ambition is to become globally recognised in the field of teacher education with an outstanding national and international reputation for academic and professional excellence. The University of Warwick is ranked 9th in the UK by the Guardian.

Our Ofsted inspection rated our Initial Teacher Training as Outstanding; a judgement of which we are incredibly proud:

A significant cultural shift has taken place at the University and, as a result, schools feel empowered by their involvement. The partnership makes a significant contribution to teacher supply and to the school and college improvement agenda in the local area. The partnership is instrumental in leading practice to improve the quality of education in local schools. The vision of University leaders for excellence in all that the partnership does, and to put school improvement and its impact on students' achievement at the heart of teacher training, is clearly being realised (Ofsted, 2015).

We view our Initial Teacher Education programme as the beginning of a professional development journey. As our trainees develop as teachers we work with them and you, our partner schools, to ensure 100% of trainees gain employment in schools. Warwick's commitment to our trainees is a programme of professional development activity to ensure we develop our newly-qualified teachers and grow our alumni community. In partnership with schools we have co-designed our Master's in Professional Education to ensure the content aligns with an individual school's development plan. Master's students can focus their dissertation on a key aspect of their school's improvement agenda to ensure their research has real value and impact in their individual school context. Building a sustainable workforce is critical to ensure Warwick continues to contribute to the supply of teachers, middle and senior leaders in our partner schools.

We highly value our partnership with you and look forward to the year ahead.

Thank you and best wishes,

Kate Ireland

Director - Centre for Teacher Education, University of Warwick

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The Warwick and Schools Partnership

We look forward to working closely with all our Secondary Partner schools across the next year, whether you are a Core provider, or part of a School Direct Alliance of schools.

The Secondary Programme is graded as 'Outstanding' by Ofsted, and we continually look for ways to innovate and expand our unique offer. We would not be able to achieve or maintain this incredible accolade without your continued commitment to excellence and partnership. As ever, we continue to focus on providing the highest quality of provision at all levels, to ensure trainees are developed to be able to make a significant contribution to the schools in which they are training, and, crucially, the pupils in their care.

As ever, we continue and extend the range of opportunities for school staff to engage, participate and deliver aspects of our Secondary provision, including:

- Partnership Lunches and annual Conference, Warwick and Secondary Partnership meetings and CTE Steering Committee representation.
- SD Alliance Days: opportunities to work closely with trainees in your Alliance, developing their potential through topical/thematic CPD.
- Subject Hubs of Excellence: subject-specific content, co-designed and co-delivered by school departments, Warwick teaching fellows and Warwick academics.
- Recruitment events: participate in Core interview days on Westwood campus, or attend promotional events across the year.
- Opportunities for experienced mentors to 'buddy' with new mentors coming into the Warwick partnership for the first time.
- Research in Action Conference: share your action research projects with trainees, outlining ways in with engagement with PG-level reading and research has informed your department and school practice.
- Careers Day: (for senior leaders and head teachers) come to the Centre and conduct a series of one to one mock interviews with members of the cohort, or even offer advice and guidance on how to draft that winning application.
- Appointment of Honorary Teaching Fellows to Mentors who, for a sustained period, have contributed to excellent quality ITE through the Warwick and Schools Partnership.
- Partnership Conference – opportunity to contribute to delivery and learn best practice in mentoring and ITE activity.
- Professional Studies lectures/seminars: present on a particular topic or theme (see calendar) aligned with your school's or your own professional interests. Past highlights have included: embedding SEND, Progress 8 and transition days.

There are many other ways in which you can contribute, and please do get in touch if you would like to share your thoughts on how we could develop further.

Best wishes,

Georgina Newton

Strategic Lead for Partnerships

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Communication

Our successful and highly-regarded partnership currently comprises more than 120 secondary schools across twelve local authorities. In order for us to maintain excellent links with existing partner schools and nurture new partnerships, we communicate regularly via e-bulletin with Professional and Subject Mentors on a weekly basis during term time. If you are not in regular receipt of this bulletin, please sign up on the CTE partners' intranet page by accessing the bulletins page and subscribing to the most recent one.

The CTE partners' [intranet page](#) is where you will find all the current information relating to placements and partnership events. You can sign up for training, meetings, conferences and access the essential documents to help you with your role such as Assessment Profiles and the full course calendar. If you are the allocated Professional Mentor (PM) or Subject Mentor (SM) for a trainee or trainees, please inform us of your name and contact details at the earliest opportunity so that we can keep you updated with all news related to the training programme.

For the team at the Centre for Teacher Education to meet with school partners in a more informal setting, partnership lunches are held across the year at the University.

Once a term, the partnership lunch is followed by the Warwick and Secondary Partnership (WaSP) Meeting where partners are updated on areas of work, such as recruitment, programme delivery and government policy. There is also the opportunity to discuss proposed changes to the programme and evaluate current provision.

Strategic discussions about the direction of the partnership are undertaken by the ITT Steering Committee, comprising primary and secondary course leaders, alliance leads and other key stakeholders.

Information regarding all of these events are circulated through the Partnership Bulletins, issued once a fortnight.

All documentation is available on the [Partners' Intranet](https://warwick.ac.uk/fac/soc/cte/pintra/) <https://warwick.ac.uk/fac/soc/cte/pintra/> with the password PARTNERCTE.

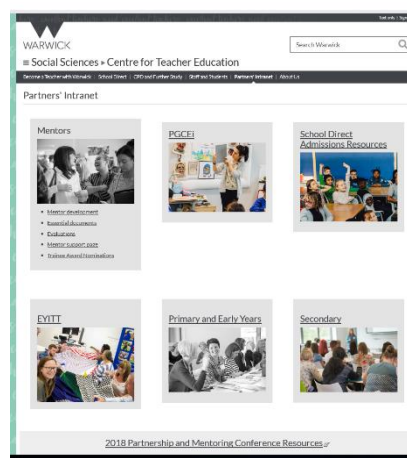


Figure 1 Partners' Intranet page

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Roles and Responsibilities

For 2019-20, the roles and responsibilities within Secondary PGCE programme are as follows:

Role	Name	Email
Director of CTE	Kate Ireland	k.m.ireland@warwick.ac.uk
Head of Secondary	Dr Andy Hind	
Partnership	Georgina Newton	g.c.newton@warwick.ac.uk
Mentoring	Kate Hamer	c.j.hamer@warwick.ac.uk
Assessment and Communications	Jonty Leese	j.t.leese@warwick.ac.uk
Programme QA	Dr Andy Hind	
Deputy Head of Secondary	Dr Alison Morgan	a.j.morgan@warwick.ac.uk
Professional Practice	Jonty Leese	j.t.leese@warwick.ac.uk
Reflective Practice	Dr Alison Morgan	a.j.morgan@warwick.ac.uk
Subject Studies	Dr John Thornby	John.thornby@warwick.ac.uk
Trainee Interventions	Programme Lead for the relevant day Core – Monday Dr Alison Morgan, Friday, Dr John Thornby School Direct – Monday Jonty Leese, Friday - Georgina Newton	a.j.morgan@warwick.ac.uk john.thornby@warwick.ac.uk j.t.leese@warwick.ac.uk g.c.newton@warwick.ac.uk
Partnership Officer	Leigh Capener	leigh.capener@warwick.ac.uk
General Enquiries	CTE office	Partnership@warwick.ac.uk

If you are working in an alliance with primary schools, you may also need to contact some of the primary School Direct team below.

Role	Name	Email
Head of Primary	Prof Des Hewitt	d.m.hewitt@warwick.ac.uk
Mentoring	Julie Taylor	j-a.taylor@warwick.ac.uk
Programme QA	Prof Des Hewitt	d.m.hewitt@warwick.ac.uk
Partnership Officer	Leigh Capener	Leigh.capener@warwick.ac.uk
General Enquiries	Partnership@warwick.ac.uk	

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Programme Structure

The taught University programme takes place on Mondays and Fridays, with seven subject specialisms on each day. Each of the days has two programme leads and they are supported by the module leads, deputy course leader and course leader.

Module Leadership	Monday Programme Leadership	Friday Programme Leadership
<ul style="list-style-type: none">• Subject Studies - Alison Morgan• Reflective Practice - John Thornby• Professional Practice - Jonty Leese	<ul style="list-style-type: none">• Core trainees - Alison Morgan• SD trainees - Jonty Leese	<ul style="list-style-type: none">• Core trainees - John Thornby• SD trainees - Georgina Newton

Secondary subjects	
Monday	Friday
English – Rosemary Butcher & Alison Morgan	Biology – Andy Hind
Drama – Wendy Frost	Chemistry – Will Haywood
Maths – Holly Heshmati	Physics – Safina Perveen
Computer Science – Jonty Leese	PE – Kate Hamer
Geography – Dave Winter	History – Aaron Wilkes
Music – Nick McKie	RE – Rachel Cooper
MFL – Vikki Armeson	Art & Design – Jake Lever

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School Alliances in Partnership with the University of Warwick (19/20)

The lead schools hosting secondary provision are:

- Arden Academy, Solihull
- Ashlawn School, Rugby
- Bishop Challoner Catholic College, Birmingham
- Caludon Castle School, Coventry
- Cuckoo Hall Academies Trust, Enfield, London
- Finham Park School, Coventry
- Higham Lane School, Nuneaton
- Kenilworth School and Sixth Form College, Warwickshire
- Lawrence Sheriff School, Rugby
- President Kennedy School, Coventry
- St. Paul's School for Girls, Birmingham
- St. Peter's Teaching School Alliance, Solihull
- Sherbourne Fields School, Coventry
- Shireland Collegiate Academy, Birmingham
- Southam College, Warwickshire
- The Polesworth School (CAT), Staffordshire
- The Rawlett School (AET), Tamworth
- Thomas Estley Community College, Leicestershire
- Woodrush Community High School, Birmingham

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Mentoring in the Warwick and Schools Partnership

Mentors are a valued and important part of the ITE experience of all trainees at Warwick and provide the school's support alongside the University Tutor.

Each school provides a Professional Mentor (PM) to support with professional matters and a Subject Mentor (SM), who provides guidance on subject-specific issues. Further information on these roles is provided below.

Professional Mentors (PMs)

Professional Mentors co-ordinate trainees' work in the school and arrange a programme of experience which offers opportunities to explore whole-school or cross-curricular themes in detail. Their work covers three key areas

1. Oversight of mentoring
2. Effective administration of placements
3. Co-ordination of school-based CPD for trainees

Oversight of Mentoring

- Ensure coherence of subject mentoring across the school.
- Ensure opportunities for sharing excellent mentor practice across the school.
- Select appropriately qualified and experienced staff to act as Subject Mentors.
- Facilitate SMs protection of time to complete weekly lesson observations and mentoring meetings.
- Monitor Subject Mentors' work for the benefit of trainees and pupils – for example, ensuring that lesson observations, feedback and weekly mentor meetings are taking place.
- Manage, monitor and moderate the work of the team of Subject Mentors, including their feedback and judgements at least once per term.
- Ensure that SMs' details are passed to Warwick CTE department so that they have access to the Partners' Intranet via the weekly bulletins
- Support Subject Mentors in their training and assessment roles, including moderating assessment judgements across departments by observing trainees' meetings with Subject Mentors.
- Where necessary, train Subject Mentors especially those who, in exceptional circumstances, have been unable to attend training provided by the University or Lead School.
- Maintain regular and timely contact with trainees and Subject Mentors throughout the placement.

Oversight of effective administration of placements

- Ensure vetting check documentation is in place for each trainee prior to the placement start date.
- Liaise with the School Direct and PGCE Core Team at the University concerning offers of trainee placements.
- Liaise with other PMs within your teaching school alliance to arrange trainee placements and to make transition arrangements between placements where appropriate

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Oversight and coordination of in-school CPD for trainees

- Arrange trainees' general introduction to the school and a programme of meetings and training sessions to target whole-school issues.
- Support other training entitlements, for example: ICT programmes and primary school placements.
- Liaise with other mentors in the Alliance (where appropriate) to deliver the School Direct Alliance Day programme in conjunction with University guidelines.
- Facilitate trainees' progress with University tasks and postgraduate assignments where appropriate, including a half-day absence from school in the final half term for the trainee to undertake his/her viva and final assessment at the University.
- Manage and monitor the assessment of trainees and ensure that the relevant assessment profiles and Assessment Profile (AP) forms are completed appropriately and on time.

Subject Mentors (SMs)

Subject Mentors have a more focused and specific responsibility. They play a leading role in working with trainees on the teaching of their specialist subject, providing information on school policy and pedagogical practice, and providing feedback to trainees based on classroom observations. They liaise with University Tutors about trainee progress. They also provide an avenue through which University provision is related to the specific circumstances of the School. Subject Mentors and, to a lesser extent, Professional Mentors will play a key role in conducting learning conversations and take the leading role in assessing trainees' competence as classroom teachers, using the Teachers' Standards and the Warwick Assessment Descriptors.

The role of the Subject Mentor is to:

- Be aware of what constitutes good and outstanding teaching and learning and be able to communicate this to trainees (see Warwick Assessment Descriptors).
- Be aware of what constitutes excellent mentoring practice, attend Subject Mentor training once per year and have an opportunity to contribute to the course design, content and approach.
- Be familiar with the Teachers' Standards at the level appropriate for trainee teachers and use them in the assessment of the trainee and completion of the appropriate assessment documents.
- Arrange trainees' induction into the department including a training programme and access to appropriate departmental resources, including ICT and buildings access.
- Assess trainees' needs through use of their CV and the Professional Digital Portfolio, in consultation with the trainee and with the University Tutor.
- Arrange trainees' teaching timetables ensuring that an appropriate range of opportunities, including Post-16, SEN, ICT, PSHE etc. where required.

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- Liaise with the University Tutor and take part in a three-way meeting between Tutor, Professional Mentor and trainee at least once a year. Conduct a joint observation of the trainee during the Tutor's visit to contribute to trainee development and ensure consistency.
- Organise other training and development opportunities for the trainees.
- Brief other members of the department who will share responsibility for training and request that they engage in formal and informal observations of classroom practice.
- Conduct a timetabled weekly Subject Mentor and trainee meeting of approximately one hour in length where progress is discussed and Specific, Measurable, Achievable, Realistic and Time-related targets are set.
- Arrange weekly observation of the trainee's teaching, by the SM themselves or an appropriately briefed classroom teacher; this should include a full lesson observation with written and oral feedback.
- Consider the trainee's workload and wellbeing by monitoring and assisting with the development of planning, documentation and record keeping, including joint planning, sharing schemes of work and lesson plans, helping the trainee to adapt lesson plans and resources to ensure that the needs of pupils are met and learning intentions achieved.
- Model good professional practice through work/life balance, and in the classroom and by being critically reflective.
- Ensure trainees understand the school's marking and assessment policy, including how to ensure that marking is 'manageable, meaningful and motivating'
- Maintain a training record containing all documentation related to the trainees' progress i.e. observation forms, logs of weekly meetings etc.
- Quality-assure the observation/feedback process for any other classroom teachers involved in the weekly formal observation process.
- Offer trainees the opportunity to experience reflection in practice from class teacher or Subject Mentor perspective.
- Work with each trainee in a constructive, sensitive way, with the aim of developing his/her professional competence and confidence in reflective practice.
- Manage and monitor the assessment of trainees and ensure that the relevant Assessment Profile (AP) forms are completed appropriately and on time.

Induction checklists

(i) The Professional Mentor's role in induction:

- | | |
|---|--------------------------|
| Provide trainees with welcome information about the school (see page 11) | <input type="checkbox"/> |
| Provide trainees with information about the school, the local community and the pupils and about Standards achieved in school as reported by Ofsted (this might include information in the school brochure) | <input type="checkbox"/> |
| Introduce trainees to the Headteacher and other staff | <input type="checkbox"/> |
| Arrange a tour of the school | <input type="checkbox"/> |
| Provide access for the trainee to essential documents and equipment (keys, usernames and passwords, access to shared drive/intranet etc) | <input type="checkbox"/> |

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- Introduce trainees to the routines of the school
- Inform trainees of the school's safeguarding and prevent procedures
- Inform trainees about the school's behaviour policy - rules, rewards and sanctions
- Outline trainees' roles in relation to assessment procedures, report writing, staff and parents' meetings and extra-curricular activities
- Ensure that trainees are fully informed about ICT provision and practice
- Ensure that trainees are fully informed about systems of provision for pupils with SEN
- Inform trainees of the school's Equal Opportunities Policy
- Provide trainees with information about relevant current initiatives or legislation
- Ensure that trainees are informed about the school's approach to personalised learning

(ii) The Subject Mentor's role in induction:

- Provide trainees with welcome information about the department
- Introduce trainees to departmental staff, including ancillary staff, and explain responsibilities within the department
- Give information about departmental resources, including books, worksheets, software, practical resources, photocopying facilities, etc and provide access to these
- Allocate some work, storage space and reprographic resources for the trainee
- Explain departmental homework policy and assessment practice, including internal testing procedures
- Give information about external exams and specifications
- Explain and give access to departmental schemes of work, including expected levels of attainment
- Explain pupil grouping practice
- Give information on department meetings and in-service training events
- Discuss behaviour policy, rewards and sanctions and sources of support on discipline
- Explain departmental provision for Special Educational Needs
- Provide a balanced timetable of observations in the first instance
- Provide a balanced and suitable initial teaching timetable in line with the guidance in Figure 2- Timetable guidance on Pages 15 &16
- Ensure that the trainee is supervised whilst training to teach by the class's regular teacher, who holds QTS.

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The Role of the University

Personal Tutor (PT)

The Personal Tutor will support student learning via:

- Academic support
- Routine pastoral support
- Signposting and referring to other support services and development opportunities
- Write a reference

This is done through a termly 1-1 tutorial, which is formally recorded through Tabula

A PT is not :

- Problem solver
- Decision maker
- Available 24/7
- Counsellor
- Careers coach
- Doctor
- Mental health or disability advisor
- Friend

Moderation Tutor (MT)

The Moderation Tutor undertakes the following roles:

- Visits the trainee three times on placement (once per term) to moderate the assessment judgements and target-setting of the SM
- liaises with both the PMs and SMs in schools
- monitors trainees' progress on placement
- oversees the AP forms

For secondary trainees, the Personal Tutor will also be the Moderation Tutor and for primary trainees, the Moderation Tutor will not necessarily also be the Personal Tutor.

Settling in visits

Settling in visits for trainees on the School Direct programme will be arranged on an Alliance Day early in the autumn term.

Settling in visits for CORE trainees will be done individually and will take place at the placement school.

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Placements

The Base School Placement

During their time at the Base School, all trainees will build the foundations of strong classroom practice, gaining competence in the key areas of planning, preparation and subject pedagogy. There is the opportunity to introduce trainees gradually to the practice of teaching and learning, both within secondary education in general and in the context of the Base School.

Welcome Packs

The Base School should have a 'Welcome Pack' for trainees, which might include the following:

- school brochure / prospectus
- copies of relevant school policies, particularly those relating to behaviour and safeguarding
- staff list with departmental staff highlighted
- departmental handbook and policies (e.g. assessment)
- example Schemes for Learning (and if possible for the classes that the trainee will teach over the Placement)
- information about the school's VLE
- copies of textbooks and school resources that trainees can access
- class lists and IEPs for each of the trainee's classes
- an outline of the activities and tasks that the trainee will be doing during Induction (organised collaboratively by Professional and Subject Mentors)

Timetable

A trainee's timetable should take account of the need to include:

- pastoral attachment
- PSHE group
- SEN context/setting within the school
- progression towards whole class responsibility
- a range of abilities and key stages, including post-16 where possible
- a regular weekly mentor/trainee meeting
- some team-teaching, small group work and observation (e.g. in Year 11 or 13) where appropriate
- access to computer and data projector or wider ICT in a proportion of the lessons

The complete timetable should be available to the trainees before they start taking over classes.

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The initial teaching timetable should represent a % of a teacher’s workload, scaling up as the course progresses.

Guidance figures are as follows:

Half Term	Where placement takes place	% of 4 days teaching	No of lessons based on 5 lessons per day
Autumn term 1	Base School	Core: Observations and targeted reflections, some small group teaching or team teaching. Up to 70% of a teacher’s timetable	13
		SD: Observations and targeted reflections, some small group teaching or team teaching. Up to 70% of a teacher’s timetable	
Autumn term 2	Base School	Core: Observations and targeted reflections, some small group teaching or team teaching.	5 lessons of teaching Or 13 lessons observation/reflection/team teaching
		SD: Teaching Up to 40% of a teacher’s timetable	7
Spring term 1	2 nd Placement School	Core: Observations and targeted reflections, some teaching or team teaching. Up to 70% (comprising 30% teaching)	5 lessons of teaching and 8-10 lessons observation/reflection/team teaching
		SD: Observations and targeted reflections, some teaching or team teaching. Up to 70% (comprising 40% teaching)	7
Spring term 2	2 nd Placement School (PGCE Core) Base School (SD)	Observations and targeted reflections, some teaching or team teaching. Up to 60% of a teacher’s timetable	11
Summer term 1	2 nd Placement School (PGCE Core) Base School (SD)	Up to 70%	13
Summer term 2*	2 nd Placement School (PGCE Core)	Core: Up to 70%	13
	Base School (SD)	SD: Up to 70% School Direct Salaried: Up to 90%	16

Figure 2- Timetable guidance

* There is no provision at Warwick for this half term, so trainees are in school 5 days a week.

It is very important that a timetable, at least in draft form, is drawn up for the trainee as soon as possible. This helps the department and trainee plan for observations and for completing a topic with a class; for example it is vital for helping the trainee plan ahead in devising lesson plans, resources and mini schemes of work. The sooner the trainee knows which classes she or he will be taking over, the more logical their induction can be, combining observation of those classes with a wider variety of others. It enables class lists, resources and class records to be studied by the trainee with a greater focus.

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A 'timetable' does not mean that the trainee has sole responsibility for all classes listed. It is appropriate for some collaborative work with the Subject Mentor or another experienced teacher to be done. For example, the trainee might take some small groups for intervention or co-plan and prepare a mini scheme of work. This is vital to provide the modelling of subject pedagogy and reflection needed by all beginning teachers. As the placement progresses, more whole class responsibility can be expected.

When the University Tutor visits during the placement, they will check to see that the timetable fulfils as many of the criteria listed above as possible.

School Direct Training and Core trainees must be supervised by a qualified teacher at all times. We strongly recommend that School Direct Salaried trainees are also supernumerary and are similarly supported by a qualified class teacher.

Training Opportunities

During the placement, trainees should have the opportunity to:

- Observe good and outstanding teaching and learning
- Discuss teaching and learning with teachers they have observed
- Work with individual pupils and small groups of pupils
- Evaluate lessons with the help of an experienced teacher
- Plan for and teach some classes of their own
- Observe/assist with cross-curricular activities where possible
- Participate in the school's pastoral provision as appropriate e.g. shadow a form tutor in KS3 one term and KS4 the next

Training Entitlements

During each placement, the trainee is entitled to the following:

- A weekly meeting with their Subject Mentor, which is timetabled
- Participation in a school-based training programme
- One full lesson observation per week by the Subject Mentor who will:
 - document the lesson using the Lesson Observation form, which provides a written record of the observation as well as a basis for the feedback discussion
 - review the lesson with the trainee in a timely fashion engaging in a constructive analysis and discussion of the trainee's and pupils' learning
 - agree clear goals and targets for development that focus upon teaching strategies and the learning of pupils within the lesson
- Informal lesson observations by the Subject Mentor and/or members of the department who will:

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- Provide verbal feedback in a timely manner on targeted aspects of the lessons taught or the whole lesson
- Review the strengths of the lesson, or portion of the lesson, whilst engaging in a constructive discussion with the trainee regarding areas for development
- Write brief comments in an on-going journal for the trainee thereby providing a narrative of progression and areas for development over the course of the placement

Documentation

The following supporting documentation should be used:

- Lesson Observation Form
- Log of Weekly Mentor/trainee meetings
- AP forms should be completed and returned electronically by the required deadlines. The link is shared in the Mentor Bulletins and is available all year on the CTE Partners' Intranet page. It is good practice for Trainees to file a copy of each AP form in their PDP.

At the beginning of the Base School Placement, all trainees should make sure that they have provided copies of the following to the Base School:

- CV
- Initial Subject Knowledge Audit

Complementary Placements (2nd placement schools for PGCE Core only)

It is good practice for the Complementary Placement school to provide a welcome pack for the trainee and to provide an induction experience similar to the one detailed earlier.

Contact should be established with the Subject Mentor and, if this is a new mentor in the Warwick Partnership, their contact details should be sent to the address at the top of the page to ensure that updates reach the correct destination.

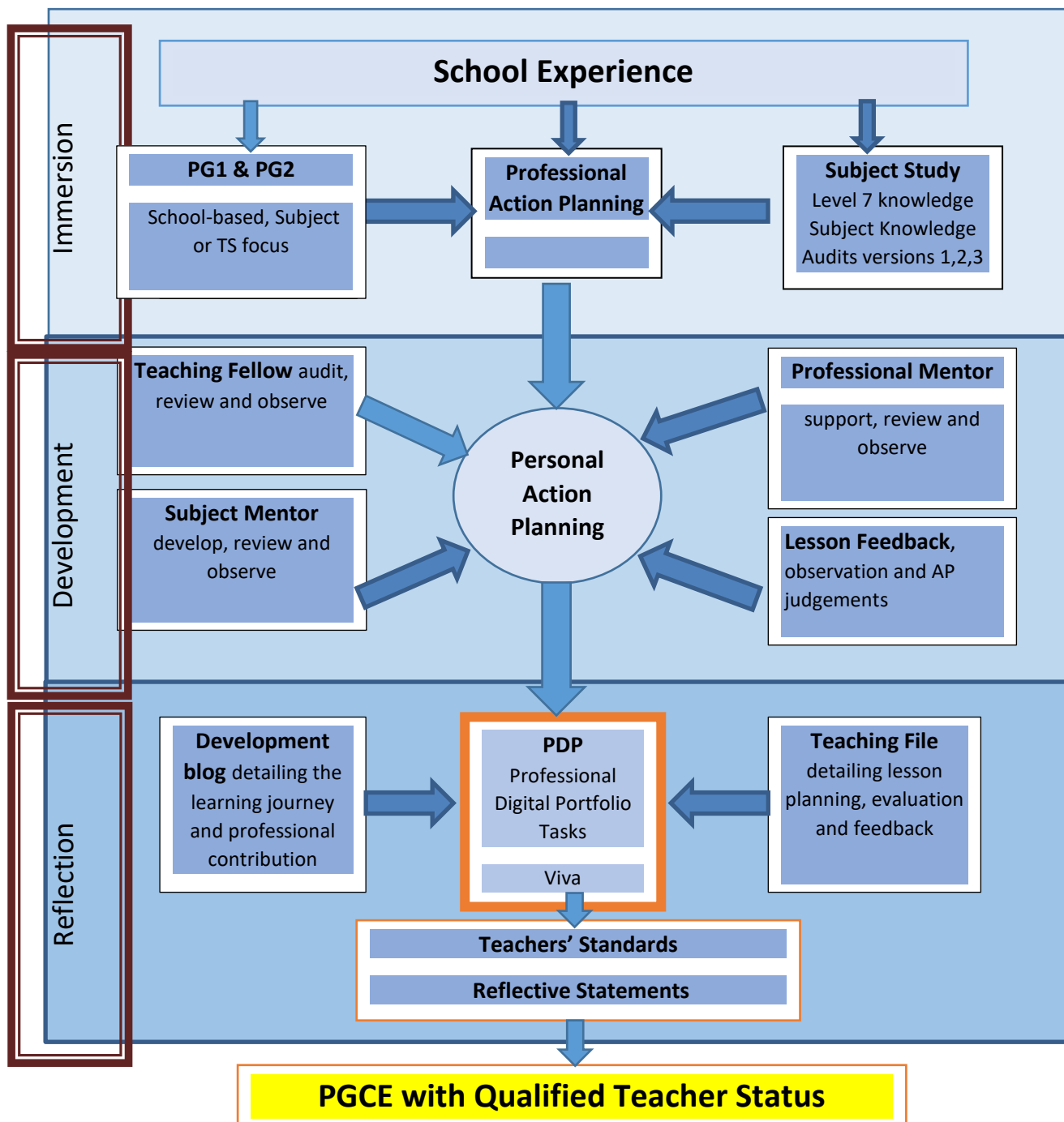
During the complementary placement, the following supporting documentation should be used:

- Lesson Observation Form
- Mentor/trainee meeting log
- AP forms by required deadlines

PGCE Delivery and Assessment Model

The professional development of the trainee is delivered, tracked and assessed across three dimensions:

- **Practical orientation and immersion**
- **Personal development**
- **Professional reflection**



Lesson Observations and Feedback

The process of observation and discussion or feedback is a key aspect in the mentoring of the trainee teacher and provides opportunity for both trainee and mentor to reflect on teaching and learning.

Formal lesson observations by Subject Mentors or other designated staff will take place once a week for each trainee. Following the observation, a mentoring meeting should take place, with oral and written feedback.

The Professional Mentor will quality-assure the observation, followed by discussion and written feedback, for each Subject Mentor at least once per term.

The Subject Mentor will quality-assure the observation/feedback process for any other classroom teachers involved in the weekly formal observation process.

Ideally, the trainee and Subject Mentor will negotiate which lessons should be observed. Adequate notice (at least 24 hours) should be given to the trainee.

Before the observation, the Subject Mentor should:

- Arrange a short, pre-observation meeting with the trainee to negotiate an area of focus.
- Consider (or develop together in early stages) the lesson plan and offer the opportunity to amend the plan before the lesson.
- Establish in advance the procedure for feedback/discussion and book a time (if not within the weekly mentor meeting). Please note that when a University Tutor is visiting then it will be preferable for the feedback/discussion to take place immediately following the lesson observed and with the Subject Mentor present.

During the observation, the Mentor should:

- Avoid interrupting or delaying the lesson by their arrival.
- Keep notes and form questions related to the observation focus and the Teachers' Standards (actual manner of notes will be dependent on the approach being used).
- Where possible, fill in the formal lesson observation paperwork during the process.
- Not interfere with the way a class is being taught or managed unless a health and safety issue arises which demands their intervention.
- In keeping with agreed pre-observation procedures and without disturbing the lesson, question pupils about their understanding and examine their work where appropriate.
- Not undermine the trainee teacher's position in their dealings with pupils.
- Provide a brief word of thanks and acknowledgement to both the class and the trainee teacher, which can be extremely supportive.

The mentoring meeting

- A mentoring meeting should take place after the observation. The timing of this depends on the trainee and Subject Mentor but it would be useful if there were some opportunity for reflection before the discussion but not too much time in order that memories are fresh, and to provide reassurance for the trainee.
- Meet in a quiet, private, interruption-free environment.

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- The mentoring should be planned according to the trainee's needs, providing a sensitive balance between positive feedback, support and challenge. As the trainee's capabilities develop, the discussion may be aimed purely at the trainee's self-reflection/analysis with the Subject Mentor acting as a coach or critical friend, withholding their own opinions in order to explore the trainee's developing views.
- Some self-evaluation and reflection by the trainee initially can help to determine a suitable approach for the feedback / discussion.
- Be aware that an initial question such as "how do you feel the lesson went?" can be overwhelming for trainees and they may be more concerned with offering the response that they think is required, rather than genuine reflection. Structured questions relating to the agreed focus for the lesson might be more useful.
- Establish a small number of clear, agreed targets for future development. These should be linked to the Teachers' Standards.
- If a lesson (or element of the lesson) has not been satisfactory, this should result in professional, constructive dialogue, not personal criticism. The mentor should help the trainee to identify strategies for improvement and make practical suggestions.
- In a discussion that involves the Subject Mentor giving analysis, ensure that any criticism is also balanced by positive commentary where possible and that discussion results in positive planning for future development.
- There is opportunity for trainees to add a reflective comment to the lesson observation form. Both trainee and mentor should sign and date the form and retain it for their records.
- If significant differences between the Subject Mentor and the trainee within the feedback/discussion process are regularly occurring then it is appropriate to seek advice from the Professional Mentor and the University Tutor.

Feedback on partial/informal lesson observations, as previously, can be recorded in a less formal manner (for example in an exercise book). Any of this material can also be used as evidence in the PDP.

The Standards on the Form serve as an *aide memoire* for Subject Mentors, Tutors, trainees and also teachers whose classes trainees are taking but who are not trained mentors.

Mentor Meetings

The weekly mentor/trainee meeting is the ideal opportunity for mentors to discuss trainees' skill development with them. We expect all trainees to operate at a high level of professional practice. By the end of the course, trainees are expected to produce clear, full and detailed lesson plans, forward plans, and evaluations and records of pupils' progress and be able to explain their rationale and learning arising through these processes. The weekly meeting is an opportunity to model best practice or collaborate with a trainee, particularly when they are in the early stages of learning about structuring learning activities.

If possible, weekly mentor/trainee meetings should be timetabled at the same time each week and should take place in reasonable privacy and comfort. The meeting should be an hour in length.

A record of each meeting should be kept on the pro forma "weekly mentor/trainee meeting record". It is advisable for the meeting to be recorded by the trainee and signed by the Subject Mentor and trainee. It should be stored digitally and can be used as evidence for the PDP.

Sample framework for weekly mentor/trainee meetings

- Weekly learning conversation using the Lesson Observation form as prompt
- Evaluation of pupil learning and progress during the last week
- Praise and comments on the trainee's strengths
- Identification of the trainee's areas for development
- Opportunity to review how the trainee is reflecting upon their own development
- Opportunity for the trainee to raise any concerns/queries
- Review of any targets
- Identification of new/revised targets
- Link to the trainee's progress towards the Standards
- Subject-specific issues (e.g. marking or subject content)
- Other aspects depending on need (see below)

Other possible topics for discussion within the meeting:

- Pedagogy in particular topics or subject areas
- Ideas/suggestions for classroom-based enquiry (PG assignment).
- Approaches to particular classes or individual pupils
- Assessment for learning
- Marking of pupils' work
- Statutory assessment and exam syllabuses
- Resources
- Lesson planning and forward planning including medium term planning
- Differentiation of work for pupils
- Working with learning support assistants
- Subject knowledge development
- The Professional Digital Portfolio (PDP)

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Mentoring Conversations

A mentoring conversation is a dialogue following a formal observation where trainee and Subject Mentor can explore the lesson together and consider issues of teaching and learning. We recommend and expect that trainees experience a range of approaches to suit their needs and stage of development. Initial priority could be given to the trainee's self-reflection in order to ascertain the trainee's stage of development and an appropriate approach.

Tips for Developing Reflective Practice in Mentoring Conversations

The key to the process is the Subject Mentor's role in assisting the trainee in reflecting on learning (their own and their pupils'). This is achieved by prompting the trainee with questions about the lesson and the learning experience for the pupils. These questions form the agreed focus of observations and particular aspects in the Standards. A Mentor may find that an area they felt was an area for development may actually be a strength once the trainee's planning and thought-process is fully explored.

Please refer to the Warwick Assessment Descriptors for examples of learning questions.

Mentor Training Records

The pressure of accountability in all areas of education is greater than ever before. In teacher education there are three important aspects to this accountability:

- To the profession generally to demonstrate that judgments about trainee teachers are securely based on evidence
- To trainees
- To the Partnership to demonstrate that we have followed agreed procedures in a common framework

For these reasons, Mentor Training Records are essential. They should record, for purposes of reference and accountability:

- What a trainee has done and achieved
- The training which has generated trainee progress
- The ways in which trainee progress has been assessed

For every trainee, the school must maintain a training folder or file, in which are stored the following documents:

- Copies of any prior assessments e.g. previous AP forms.
- A copy of the trainee's timetable.
- Copies of the day by day timetable, observations, pupil tracking, meetings, opportunities to review progress.
- Copies of all lesson observations made by Mentors and University Tutors.
- Copies of the log of weekly mentor/trainee meetings.
- Copies of correspondence and documentation relating to the trainee.

Tracking Progress

There are five main assessment points during the year, when trainee progress is monitored and targets are set. The main details are as follows:

Assessment Profile 1 (AP1) – form	<ul style="list-style-type: none">• Progress against Part Two of the Teachers’ Standards• Potential final grade	Wednesday 9th October 2019
Assessment Profile 2 (AP2) – form	<ul style="list-style-type: none">• Progress against Part One and Two of the Teachers’ Standards• Predicted final grade	Wednesday 11 th December 2019
Assessment Profile 3 (AP3) – form	<ul style="list-style-type: none">• Progress against Part One and Two of the Teachers’ Standards• Predicted final grade	Wednesday 5th February 2020
Assessment Profile 4 (AP4) – form	<ul style="list-style-type: none">• Progress against Part One and Two of the Teachers’ Standards• Predicted final grade• Working at grade	Wednesday 1st April 2020
Assessment Profile 5 (AP5) – form	<ul style="list-style-type: none">• Progress against Part One and Two of the Teachers’ Standards• Recommended final grade	Wednesday 10 th June 2020

The AP forms are accessed digitally via the [CTE Partners’ Intranet](#) and are returned electronically to the University through this portal. Each AP will provide a **record** of trainee achievement both in the form of grading criteria and the comments of Mentors. The **Mentor-Trainee Weekly Meeting Records** will be used more **formatively** for the trainee to set targets and record appropriate actions. Mentors should familiarise themselves with these documents prior to the training year, where possible.

N.B. The trainee is required be fully involved in both these processes - contributing to the dialogue and documenting their agreement. This target setting with a weekly review at the next mentor meeting should be based on evaluations and lesson observations and closely linked to the Standards. **Where concerns exist after an AP form is submitted, the University puts on Further Professional Training (FPT) sessions to help trainees address areas of the Teachers’ Standards where they are struggling.**

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The QTS Assessment Process

There is an Interim Examination Board in April 2020, which will consider Postgraduate assignments only. The Final Examination Board meets after the final week of the course, in July 2020 and recommendations for QTS are made after this date.

To achieve consistency, the University places great emphasis on Moderation Tutor Visits along with the three-way dialogue between trainee, Subject Mentor and Tutor. Consistency is achieved through participation at Mentor Training and Partnership Development events such as Warwick and Schools Partnership (WaSP) meetings. Professional Mentors play an important role in linking University recommendations with school and partnership provision. In addition to the University's own Moderation Visits, External Examiners provide an independent, external check of the Partnership's standards and take place in the summer term.

The criteria used to judge Trainees' progress are detailed in **The Warwick Assessment Descriptors** as well as the following tracking documents:

- AP Forms (AP2, AP4, AP5)
- Trainee Action Plans
- Mentor-Trainee Weekly Meeting Records
- Contact/visit forms completed by the visiting Moderation Tutor.

The purpose of recording and tracking progress is threefold:

- To allow appropriate intervention if required
- For trainee motivation and self-confidence
- To quality assure the Partnership training provision

What happens in a Moderation Visit?

Objectives of the visit

A Moderation Tutor moderates the assessment judgements of the Warwick and Schools Partnership within tolerance of University expectations (communicated through the Warwick Assessment Descriptors). This is done through Assessment Profiles and 3 face to face visits (Moderation visits) to ensure a consistent and fair application of assessment routines throughout the formative elements of the course (AP1-4) and in the summative assessment (AP5).

Before the visit

The moderation tutor arranges to visit the trainee in school to jointly observe a lesson with the Subject (or Professional) Mentor.

The trainee confirms the date and start time of the lesson and gives the moderation tutor any relevant information about parking and arrival at the school.

During the visit

The Moderation Tutor visits the school and jointly observes the lesson with the mentor.

The trainee provides the Moderation Tutor with documentation relating to the lesson (lesson plan, seating plan, copies of any resources to be used).

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The Moderation Tutor meets with the Mentor after the lesson to discuss areas of achievement and progress against the targets set in weekly Mentor meetings.

The Mentor conducts a feedback meeting with the trainee and the Moderation Tutor observes, checking for parity with University expectations and assessment practice across the partnership. The Moderation Tutor provides verbal feedback to the Mentor and trainee and completes a lesson observation form, which is copied to the trainee and stored in the student folder at CTE.

The Moderation Tutor feeds back immediately to the mentor if there are areas where the assessment they are making is not within tolerance of University expectations (communicated through the Warwick Assessment Descriptors). If necessary, a discussion is held, which moderates the assessment judgements of the school in the light of AP forms to ensure a consistent and fair application of assessment routines throughout the formative elements of the course (AP1-4) and in the summative assessment (AP5).

After the visit

The trainee keeps a copy of the lesson observation form, from both Mentor and Moderation Tutor.

The Moderation Tutor records the outcome of the Moderation Visit on the CTE central course tracker and files the observation form in the relevant student folder.

If there are ongoing concerns about the consistent application of assessment judgements at the school or by a particular mentor, the University (and, in the case of a School Direct Alliance, the lead school) may perform a mentoring or assessment audit at the school.

Attendance

All Partners are required to inform the Centre for Teacher Education of trainee absence from school. This is being done to ensure we gain a full and accurate picture of this element of professional conduct (Part Two of the Warwick Teachers' Standards), setting in place **interventions** as and when they are required. Trainees should also notify the University of any days of absence from school or University provision.

Please report all absences via the partners' intranet link below, stating whether this is **authorised** (training days/graduations/funerals and so forth) or **unforeseen/unauthorised absence** (usually due to illness).

http://www2.warwick.ac.uk/fac/soc/CTE/pintra/secondary_partners/absences

Full attendance at University sessions is mandatory for all trainees; however, trainees are allowed to request absence from **one University day** for CPD opportunities, such as whole-school training or a school visit. Additional requests from schools for trainees to attend additional training or moderation days will not be granted. This year's calendar has provision for four mandatory and two optional Alliance training days. Trainees whose attendance at University is unsatisfactory, may be placed on a University Intervention.

Postgraduate Assignments

During the course of the year, trainees are asked to produce a series of written completion tasks and assignments relating to their work in school, Reflective Practice and Subject Studies.

All tasks and assignments must demonstrate the ability to write accurately and coherently. All Postgraduate assignments must be submitted electronically no later than the time indicated – see calendar. A receipt is issued to show that a submission has been successful. All assignments should follow the referencing conventions set out in the guidance provided to trainees and each assignment will be returned electronically with marks and feedback within the University's guidelines.

Module	Assessment	Mechanism	Deadlines
Subject Studies (PG1) M Level	Two assessments focussing on both educational theory and issues in your specialist subject	<ul style="list-style-type: none">PG1a: 3000-word essayPG1b: Academic Poster	<ul style="list-style-type: none">4th January 202030th May 2020
Reflective Practice (PG2) M Level	A reflective case study on an area of educational practice in your placement school(s) supported by a literature review	<ul style="list-style-type: none">PG2a: 1000-word essay (formative)PG2b: 5000-word essay	<ul style="list-style-type: none">14th Sept 202018th April 2020
Professional Practice H Level	Meeting the <i>Teachers' Standards</i> at a Good or Outstanding level	<ul style="list-style-type: none">Regular observations (Mentors and Tutor)TutorialsPDP (Professional Digital Portfolio)<i>Viva voce</i>	<ul style="list-style-type: none">30th May 2020

N.B. PG2a is assessed formatively to help identify any specific needs regarding the completion of Master's level assignments.

Resubmissions

If a Postgraduate assignment fails to achieve a pass at Master's level, then trainees are offered the chance to resubmit revised work at Master's level.

All resubmissions of assessments will be marked at Master's Level. Should the assessment fail again, it will be remarked at Honours' level. If the work fails to reach the required standard for at least Honours' level at this stage, then neither PGCE nor QTS can be awarded; there will be no further opportunity for resubmission. If the work has failed at Master's level on resubmission but passes at Honours' level, then an alternative qualification may be awarded if all other elements of the course have been successfully completed.

QTS only route

If you have a teacher in school who is suitable for the Assessment Only route into teaching (with no Postgraduate work or fees to pay) please consult our webpage <https://warwick.ac.uk/fac/soc/cte/professionaldevelopment/assessmentonly/>

Professional Digital Portfolio (PDP)

The Professional Digital Portfolio (PDP) is a trainee's record of her/his progress towards the Standards for QTS and development as a teacher. Completion of the PDP is a requirement for both the SD and Core PGCE routes at Warwick and is the main component of the viva voce examination. There are 6 PDP tasks (each 500 words), which are available all year and should be completed on a ratio of two per term to minimise excessive workload.

An example of the type of PDP tasks is shown below.

PDP Tasks

You must complete 6 PDP tasks during your training year. It is strongly recommended that you complete two per term to prevent excessive workload.

It is expected that the earlier tasks will display the skill and awareness of a teacher at the early stages of their training. By the end of the course you will notice that your responses to the tasks are more detailed and show how you have developed through the year.

Task 1 is compulsory and you have the choice of 5 remaining titles.

You may choose which ones to respond to. For School Direct Training and PGCE Core routes it is advised that you do not do Task 1 during the first term.

Each task should be on a separate page of your PDP and will include some items of evidence of your professional practice.

The comprehensive evidence bundle

This task **must** be completed (can be done in term 1, 2 or 3)

1. Within a topic that you are teaching this year, present a selection of short, medium and long-term plans. Demonstrate within this topic what progress has been achieved by three different types of learner in your class. You should show what actions you took to facilitate this progress by including evidence. e.g. differentiated cue cards, additional support packs/extension materials, making links to evidence in at least three Teachers' Standards.

Term 1

You should aim to complete two tasks per term. In each of these tasks you should make reference to evidence and say which of the Teachers' Standards it represents. You are required to use at least 2 references to academic literature in each task.

Please write 450 to 550 words in response to the following questions.

- What can be learnt from a lesson observation? How does this impact upon your strategies for behaviour management?
- Describe how national priorities can be delivered within the school curriculum, making reference to the Prevent agenda.
- What is your teaching philosophy? How has this originated and can you evaluate how your educational touchstones will impact on the teacher you aspire to be?



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Term 2

You should aim to complete two tasks per term. In each of these tasks you should make reference to evidence and say which of the Teachers' Standards it represents. You are required to use at least 2 references to academic literature in each task.

Please write 450 to 550 words in response to the following questions.

- Show your awareness of the pastoral role and how this impacts on pupils' social and academic progress and achievements.
- Describe successful models for inclusion in your subject area.
- How can assessment encourage and motivate learners to succeed, academically and socially?
- Reflecting on your primary placement, what have you learnt about learners' acquisition of your subject throughout their education?

Term 3

You should aim to complete two tasks per term. In each of these tasks you should make reference to evidence and say which of the Teachers' Standards it represents. You are required to use at least 2 references to academic literature in each task.

Please write 450 to 550 words in response to the following questions.

- Discuss how using a recognised reflective framework has helped you reflect on and improve your practice as a learner teacher.
- Thinking of an incident, which has impacted on your practice, describe your learning with respect to a particular Teachers' Standard.
- Discuss how you have used ICT to enhance your students' learning during your placements

Trainees are responsible throughout the year for ensuring that the tasks are available when required for Mentors and Tutors. For a Mentor to access the PDP, the trainee should share its "secret URL" with the Mentor. This can be done at any time and provides opportunity for the mentoring conversation to consider evidence presented to show achievement of the Teachers' Standards.

The PDP tasks are assessed by the Tutor and, when all are successfully completed, attract 30 CATs at H Level (Level 6).

Cause for Concern

The University of Warwick commits to supporting schools if you identify a trainee who is a cause for concern. Together we will identify and help address issues which are preventing the trainee from making expected progress against the Teachers' Standards and which might potentially prevent the trainee from achieving QTS by the end of their training year.

If a school is concerned about the physical, emotional or mental wellbeing of any trainee, the PM should notify the Personal & Moderation Tutor, who will then arrange to meet with the trainee on a Monday or Friday at the University to discuss the issue and identify any extra support which may be required, either at School or the University. The Personal & Moderation Tutor will signpost appropriate support services provided by the University, and will then inform the SM and PM of any actions to be taken, with the trainee's permission. Such concerns will only warrant an intervention if the trainee is at risk of not meeting the *Teachers' Standards*. If a trainee discloses any information regarding their wellbeing to a University Tutor, they will encourage the trainee to also share this with their SM and PM.

For trainees to make at least expected progress against the Teachers' Standards and achieve QTS, the following processes and systems must be in place in placement schools:

- all parties, including PM, SM, PT and trainee, must fulfil their roles and responsibilities and meet the agreed expectations of them
- designated school staff must attend the University-provided training and follow the guidance within this Handbook
- trainees must attend all University-based days to ensure that school-based professional training is further complemented and supported by the University sessions
- regular weekly meetings with the SM to assess, review and set targets to support trainee progress against the Teachers' Standards; copies of the notes should be retained by both SM and trainee
- any targets identified for the trainee are discussed and negotiated on an individual 'needs driven' basis, are agreed by all relevant parties, are set and are then monitored within an appropriate and agreed time scale
- trainees must be given regular, timely and appropriate feedback and support to ensure that they can develop their professional knowledge, skills and understanding. This is to ensure that learners taught by trainees make at least expected progress.

It is essential that the above processes and systems are in place and are followed to support trainees in an appropriate and timely manner. It is the responsibility of the PM to monitor the effectiveness of these processes and systems.

Intervention plan for trainees who are struggling to meet the minimum expected rates of progress

The identification of trainees who are not making expected progress against the Teachers' Standards must be as a result of AP data. It is not expected that trainees will require intervention before AP2 (December 2018).

Core Trainees

If a core trainee is identified by AP data as failing to meet the Teachers' Standards, the PM should contact both the PT and the Programme Leader for that day (see page 8) detailing the reasons for requesting an intervention. The STF will then nominate a specialist Teaching Fellow who will conduct the intervention (ITF). The ITF will then work with the trainee, PM and SM, as appropriate, to develop an intervention plan.

The intervention plan should detail

- the targets which the trainee needs to work towards achieving
- the support that the trainee will be given to enable him or her to do so and
- the dates when the targets, and progress, are to be reviewed

An intervention plan pro-forma is available on the Partners' Intranet.

Intervention plans must not be a surprise to trainees who should be fully involved in their development. Each intervention will be tailored to the needs of the trainee and availability of the ITF but will last no longer than half a term. Possible interventions are as follows:

- TS4 – Planning
 1. Initial meeting at school attended by ITF, trainee, SM.
 2. Intervention plan drawn up with actions for trainee, ITF and SM
 3. Session on planning with ITF and trainee at University*
 4. ITF reviews lesson plans by email
 5. Review meeting at school with SM, ITF and trainee to see if actions have been met and improvements made
 6. Repeat of 2-5, if required
- TS7 – Managing behaviour
 1. Initial meeting at school attended by ITF, trainee, SM.
 2. Initial lesson observation to identify areas of concern
 3. Intervention plan drawn up with actions for trainee, ITF and SM, including observations of other teachers with outstanding behaviour management
 4. Session on BfL strategies with ITF and trainee at University*
 5. Follow-up observation with SM to review progress
 6. Repeat of 3-5, if required
- Part 2: Professional Conduct
 1. Initial meeting at school attended by ITF, trainee, SM.
 2. Intervention plan drawn up with actions for trainee, ITF and PM.
 3. Session on professional conduct with ITF and trainee at University*
 4. Weekly contact between PM and ITF on progress
 5. Review meeting at school with PM, ITF and trainee to see if actions have been met and improvements made
 6. Repeat of 2-5, if required

*Time is allocated when trainees are at the University from 3.00-4.30 for individual tutorials by appointment or request. It is anticipated that some intervention support can be provided then.

Should the trainee still be at risk of failing following an intervention, the ITF will contact the Head of Secondary who will conduct an interview with the trainee, in which all options are outlined. Should

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a trainee be identified as not suitable to enter the teaching profession, the University may instigate its Fitness to Practise procedures (see P. 31).

School Direct Trainees

If there are concerns about a trainee following an Assessment Profile deadline, the placement school is expected to put in place an intervention detailing targets and the support the trainee needs in order to make the necessary progress.

Other school procedures to support trainees should include:

- PM, SM and PT explicitly directing the trainee to follow the support and guidance being given
- swift interventions being made by placement schools to include effective action planning to prevent trainee difficulties from being exacerbated
- personalised support, set within a specific timescale, with explicit review points and which is relevant to the trainee's continuing professional development needs , which enables him or her to achieve targets and address difficulties in appropriate timely steps
- rigorous and robust record keeping, maintained by the SM or PM which provides accurate evidence to show trainee progress or which can support decisions regarding whether the trainee is a cause for concern and / or at risk of not meeting the Teachers' Standards
- placement schools instantly alerting the PT where concerns regarding trainee progress are being raised or are already becoming apparent

It is critical that continuing areas of weakness of any trainee's practice are clearly identified and an intervention plan implemented. This intervention plan will be developed by the PM, SM and trainee, with a copy sent to the PT. It should contain specific targets which provide the trainee with every opportunity to improve their practice, make appropriate progress against the Teachers' Standards and, subsequently, achieve QTS.

Should the trainee still be at risk of failing to meet the Teachers' Standards in the subsequent Assessment Profile, the school is to notify the PT and Programme Leader for the trainee (see page 8) detailing the reasons for requesting a University intervention. They will then nominate a specialist Teaching Fellow who will conduct the intervention (ITF). The ITF will then work with the trainee, PM and SM, as appropriate, to develop a second intervention plan.

The intervention plan should detail

- the targets which the trainee needs to work towards achieving,
- the support that the trainee will be given to enable him or her to do so and
- the dates when the targets, and progress, are to be reviewed.

An intervention plan pro-forma is available on the Partners' Intranet.

Intervention plans must not be a surprise to trainees who should be fully involved in their development. A University intervention will last no longer than one month.

N.B. A University Intervention will only be put in place once it is clear to the PT and Programme Leader that the internal intervention process has been unsuccessful and the trainee is at severe risk of failing the course.

Should the trainee still be at risk of failing following an intervention, the ITF will contact the Head of Secondary who will conduct an interview with the trainee, in which all options are outlined. Should a trainee be identified as not suitable to enter the teaching profession, the University may instigate its Fitness to Practise procedures. Where there are concerns about Salaried Trainees, schools should follow their approved systems and procedures for supporting staff causing concern.

Pastoral Support

If a school is concerned about the physical, emotional or mental wellbeing of any trainee, the PM should notify the trainee's PT. They will then arrange to meet with the trainee at the University to discuss this issue and identify any extra support which may be required, either at School or the University. They will outline appropriate support services provided by the University and inform the SM and PM of any actions to be taken, with the trainee's permission. Such concerns will only warrant an intervention if the trainee is at risk of not meeting the Teacher's Standards. If a trainee discloses any information regarding their wellbeing to a University Tutor, he or she will encourage the trainee to also share this with his or her SM and PM.

Temporary Withdrawal

A temporary withdrawal is an approved period of time when a student is not studying for their award and is governed by University Regulation 36.1. Students may request periods of temporary withdrawal for the following reasons:

- **Financial** (Student proactively seeks a period of temporary withdrawal in order to make arrangements to cover tuition fees and maintenance for the remainder of their period of study)
- **Medical** (e.g. long-term illness, including depression; surgeries that prevent a student from attending their course of study for an extended period of time)
- **Maternity** (Please refer to the Maternity Guidelines in Word Format or PDF Format for further information)
- **Personal** (non-exhaustive list)
 1. Family circumstances (including childcare, care for a family member);
 2. Work/Other commitments (often result of appointments to new roles and/or significant changes to a job description, resulting in the student being unable to dedicate required time to their studies);
- **Visa** (for overseas nationals who fail to obtain a visa in good time to attend their course).

A period of temporary withdrawal is for 12 months. Students may request a period of temporary withdrawal from their course of study. Only the Academic Registrar may approve requests for temporary withdrawal. Students requesting temporary withdrawal on medical or health-related grounds must supply a **recent medical note** in support of their request.

The University may require that a student withdraws temporarily for a period of time in the following situations:

- If a student, an overseas national, does not have the correct visa to study in the UK;

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- As a result of a student's failure to pay fees;
- If there are concerns over attendance and/or progress;
- If there are concerns over a student's capacity to study.

Students deemed to be temporarily withdrawn **must not** undertake any formal study for the period of the temporary withdrawal and must cease to receive instruction from their Department. However, students will retain their IT access and library access and borrowing rights during a period of temporary withdrawal. Students may, of course, choose to undertake relevant reading during a period of temporary withdrawal but this is a decision for the individual to make and cannot be a requirement.

Fitness to Practise

The Centre for Teacher Education has a responsibility to ensure that trainees following a programme of study (PGCE) leading to a professional qualification (QTS) which is registrable with a statutory regulatory body (NCTL) are suitable to enter that profession.

The University Fitness to Practise procedures are detailed in University Regulation 34, Regulation for the Determination of Fitness to Practise. This guidance explains the procedure for the Fitness to Practise Committees of the Senate concerning the fitness to practise of candidates for admission to PGCE courses and registered PGCE students.

Purpose of Fitness to Practise Procedure

These guidelines are to be applied only to situations in which a trainee's fitness to practise is of concern to CTE. The following issues may become fitness to practise concerns but only at the point at which all other routes have been exhausted.

Health – health problems are not usually a fitness to practise concern. Most trainees with a health problem (physical or mental) are able to succeed in their programme with appropriate healthcare and pastoral support. Sometimes, a trainee is diagnosed with a condition which renders him or her unfit for further study or practice. In these instances, it is often clear to the trainee and CTE that the PGCE programme is no longer suitable. Health issues normally only raise fitness to practise concerns if:

- a trainee fails to acknowledge or manage their condition
- a trainee shows a lack of insight into the impact of their condition on study or practice
- a trainee refuses to interrupt or withdraw from the programme despite having a physical or mental illness which renders them unfit for practise and registration, either temporarily or permanently.

Misconduct – cases of suspected misconduct (disciplinary or academic) will be managed under the University Regulation 23, Student Disciplinary Offences

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary/>

Once the misconduct procedures are concluded, CTE will then consider whether there are fitness to practise concerns that need to be addressed.

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Referral to CTE

Concerns about a trainee's fitness to practise may be raised by a number of sources, including but not limited to: CTE staff, school mentors, staff, personal tutors, school pupils, trainees. Anonymous or verbal notifications of concern will not normally be accepted.

All trainees are required to inform CTE of any change or potential change in their Disclosure and Barring Service (previously Criminal Records Bureau) check status. Convictions, cautions, warnings, reprimands and penalty notices issued after initial registration and before graduation must be declared to CTE **immediately**. The appropriate points of contact are CTE Head of Secondary Education and cohort leads.

Once a decision has been made to refer a trainee to the Fitness to Practise Committees of the Senate, the following procedures are followed:

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/fitnesstopractise>

Appendix

A1 Safeguarding

Safeguarding is a key issue in education and relates both to the protection of pupils in your care and yourself. You will receive extensive training in safeguarding throughout this year both at school and the University. For current information on Safeguarding, see <http://www2.warwick.ac.uk/fac/soc/cte/current/safeguarding/>

For the University's policy on Safeguarding and Child Protection, see:

<http://www2.warwick.ac.uk/services/gov/university-policies/safeguarding>

<http://www2.warwick.ac.uk/services/gov/university-policies/safeguarding/child-protection/>

Safeguarding is about protecting certain people who may be in vulnerable circumstances. These people may be at risk of abuse or neglect due to the actions (or lack of action) of another person. A safeguarding concern can centre on a single act or repeated acts of suspected, disclosed or witnessed abuse or neglect. (Office of the Public Guardian, 2017)

An "Adult at Risk" is defined as any person aged 18 years and over who is or may be in need of community care services by reason of mental health issues, learning or physical disability, sensory impairment, age or illness and who is or may be unable to take care of him/herself or unable to protect him/herself against significant harm or serious exploitation. (*Safeguarding Adults. A national framework of standards for good practice and outcomes in adult protection work*)

Trainees could be considered to be 'at risk' if they experience any of the following:

- a learning disability or physical disability;
- mental health needs;
- sensory needs;
- experiencing short or long term illness.

Additionally, any adults on the course who are experiencing, or have in the past experienced abuse or neglect could be deemed as vulnerable. Abuse manifests in many forms including:

- physical abuse
- mental abuse
- sexual abuse
- psychological abuse
- financial or material abuse
- modern slavery
- discriminatory abuse
- Neglect/self-neglect
- radicalisation

This list is not exhaustive.

General Principles

Safeguarding issues are to be regarded as everyone's responsibility and Tutors are reminded that it is their duty to report any disclosures or concerns.

If Tutors in the course of their work at the University, have an adult at risk protection issue brought to their notice, observe an incident of abuse, or have cause for concern, they must treat this as a priority over other work and address the issue immediately.

Recognition of abuse is not always easy and it is acknowledged that Tutors may not be experienced in this area and indeed, that it is not the place of University employees to make such a judgement. It is however the responsibility of all Tutors to act on concerns in order to safeguard under-18s or adults at risk.

Disclosures

What constitutes a disclosure? A disclosure refers to the divulging of information that has the potential to impact on the level of risk to children or vulnerable adults. A disclosure could occur in a number of forms, e.g. through an email or verbally, and could come from anybody, a trainee, a pupil a staff member. In cases of doubt about whether or not you are dealing with a disclosure, it is generally good practice to be more rather than less cautious and you should seek advice from the ST.

In the event that a disclosure is made to a member of CTE staff, the following considerations will apply:

- How does the disclosure impact on the assessment of the risk level to children/vulnerable adults?
- What are the support needs of the individual(s) making the disclosure?
- What are the support needs of the individual(s) receiving the disclosure?

Whilst disclosed information will be treated sensitively and securely, it is important to note that confidentiality cannot be guaranteed, particularly if there is risk to the person making the disclosure or to others. This should be made clear at the point of disclosure or as soon as is practicable.

The considerations above should be discussed with one of the following members of the CTE Senior Leadership Team as appropriate:

- Head of Primary Teacher Education
- Head of Secondary Teacher Education
- Director of CTE
- Designated Safeguarding Lead

In the event that CTE deems a trainee's conduct to potentially be detrimental to a child or young person, and present a potential risk, the departmental protocol should be adhered to. The Designated Safeguarding Lead for CTE should be notified and a record of actions to date should be recorded through completion of the Safeguarding Report Form in Appendix A. The Director of CTE will share this information with the Director, People Group (the university's designated safeguarding officer) as appropriate.

Question? Contact us at - partnership@warwick.ac.uk

Concerns that a trainee is 'at risk'

As a result of their contact with 'adults at risk' Tutors may become concerned about the welfare of a trainee and may be concerned that they are in need of safeguarding.

All concerns should be recorded on the safeguarding form and submitted to be actioned by the DSL and/or director as appropriate.

Follow the link to access the Safeguarding Report Form:

<http://www2.warwick.ac.uk/fac/soc/cte/students-partners/staff/safeguardingform>

A2 Health and Safety

The Centre for Teacher Education organises trainees' placements in line with the University's 'Student Placements – Health and Safety Policy Guidance' document.

(<http://warwick.ac.uk/services/healthsafetywellbeing/guidance/handspolicy>)

During a placement, we would expect our trainees to prove to be effective, safe and reliable individuals. However, you are under the school's control and that, therefore, the statutory duty of care and consequent liabilities rest with your placement school.

As the trainees' placement provider, the University expects the school to treat you in the same way as other employees with regards to your health, safety and welfare. The University also expects that, as placement provider, the school will:

- Provide trainees with an induction in workplace health and safety arrangements, including fire precautions for specific activities and situation.
- Include trainees in the risk assessment programme so far as it is relevant to their activities.
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments.
- Provide on-going supervision and training for trainees in the performance of their duties.
- Have a system of recording and investigating accidents and incidents, including 'near misses'.
- The school must notify the University of any work-related accidents; untoward incidents or health problems involving trainees.

If there are special circumstances for trainees, the University, in cooperation with the Placement School, will undertake a detailed risk assessment prior to the placement.

PGCE Core and School Direct trainee teachers in school are not employees of the school or LA and thus cannot carry legal responsibility for the safety of pupils with whom you work. Equally, you do not have the right to administer sanctions such as detentions to pupils, nor to contact parents. All contact of this nature should be under the direct supervision of a qualified teacher. The legal status of trainee teachers is that you are visitors to the School.

However, trainee teachers are training to take on the legal responsibility of teachers and, therefore, need to have experience of taking sole responsibility for a class under the direct or indirect supervision of a qualified teacher, as well as having opportunities to experience teachers' wider professional role. In practice this means that, at an appropriate point in the placement, you need to be visibly in charge of the class, but with the qualified teacher who is responsible for the class readily at hand. The stage at which this is appropriate will depend on:

- Your competence and stage of development.
- The nature of the class.
- The assessment of risk in the physical environment from, for example, science equipment or practical activities.

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You should always know how to access the support of senior staff; where a risk assessment suggests that this support may be needed quickly, help should be positioned appropriately. You do, however, have a general responsibility while on placement for the safety of yourself and others.

Visiting Tutors from the University have a similar legal status, even though they are qualified teachers. When a visiting Tutor is observing a trainee teacher's lesson, we recommend that the Subject Mentor or class teacher observes the lesson as well, so that a three-way conversation about the lesson can take place between the trainee teacher and the observers. If this is not possible then the same arrangements for supervision of the lesson should apply as if the Tutor were not present.

For any queries about health and safety on placements, please contact the CTE Team in the first instance.

Question? Contact us at - partnership@warwick.ac.uk

A3 CTE Trainee Agreement 2019-20

Please read the CTE Student Agreement carefully. It will be sent to you electronically for you to sign to confirm you accept this agreement.

Full name	
Student Number	
Email	
Course (core/SDT/SDS)	
Subject	

Introduction

The University of Warwick is committed to providing an excellent education for its PGCE students on all courses. Society expects a great deal of its teachers, and the University and our Partner schools* have high expectations of trainee teachers' professional conduct from the beginning of their course. You will be required to adhere to:

- the regulations of the University (outlined in the *CTE Framework for Professional Behaviour*),
- the *CTE Student Agreement*
- the requirements of the statutory bodies including the Department for Education (DfE) and the National College for Teaching and Leadership (NCTL).

Safeguarding pupils

The Partnership expects trainees to make the safeguarding of children a priority whenever they are in school.

- a) On each placement trainees are required to familiarise themselves with the school's Safeguarding Policy on arrival and sign the school's Code of Conduct.
- b) As part of the induction and registration process, you will have been required to complete a *Fitness to Practise* declaration. This will include a statement related to *Disqualification by Association*. It is the trainee's responsibility to inform the *Cohort Leader* of any changes to their status in regard to both forms throughout the course.

<i>I confirm that I have completed these Safeguarding procedures</i>	Yes/No
<i>I understand that it is my responsibility to inform the Course Leader of any change in my circumstances during the year which may affect my Fitness to Practise or compromise my capacity to be in school and working with children.</i>	Yes/No

Responsibilities

To ensure that the University of Warwick can adequately support your studies you are required to read this agreement and accept it to confirm that you have understood it and are prepared to abide by it.

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Breaches of this code may, subject to University Regulations, lead to disciplinary action, including exclusion from the University; extension of the period of study and the inability of the University to provide a supportive professional reference.

All *School Direct Salaried* trainees should ensure that they also comply with the policies and procedures of their employing school at all times and with those of their complementary placement school during their placement there. *School Direct Salaried* trainees should understand that, as their employer, their host school will implement these policies and procedures as required and when necessary, for example in respect of a trainee's sustained absence due to illness or issues of capability.

Should signing this agreement cause you any difficulty, please inform your Course Leader who will try to help you resolve your difficulty. Resolution may include establishing special measures to help you study; your case may need to be referred to the University's *Fitness to Practise Committee*. This may result in you not being able to study/continue to study at the University. The University will endeavour in all cases to act in your best interests whilst always safeguarding the welfare of pupils in schools and others involved in the course.

Our responsibilities to you

In the context of a postgraduate course, the University will:

- a) Provide a course and study materials designed to enable you to learn effectively, monitor for yourself the state of your understanding and knowledge and which will prepare you for the realities and rigours of teaching;
- b) Provide advice (as outlined in the *CTE Framework for Professional Behaviour*), and if necessary specific guidance, on appropriate conduct and attitudes at the start of your course and as the course proceeds, including guidance on conduct in the professional teaching environment
- c) Provide a wide range of learning opportunities, specify clear learning outcomes for you, give you clear information about teaching and strive to deliver teaching as scheduled;
- d) Provide practical teaching experience in schools and ensure that you are ideally informed of placements at least 1 week in advance where these are not already known at the start of the course. [Please note that in some very exceptional circumstances, placements may not be notified in advance of the placement start date];
- e) Make every effort to accommodate your personal circumstances regarding travel to placement or school-based activity within the constraints of offers received from Partner schools.
- e) Provide identified routes for you to obtain subject-specific guidance for self-study from appropriate academic staff; provide support for Master's level study from the *Student Skills and Careers Services* accessible here: <http://www2.warwick.ac.uk/services/scs/skills/>
- f) Provide you with the opportunity for formative assessment;
- g) Assess you fairly and regularly, with all judgements grounded firmly in evidence;
- h) Provide opportunities for you to give feedback on all major elements of the course;
- i) Foster an attitude of approachability and openness in relations between trainee teachers, the University and Partner Schools;

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- j) Provide you with an identified staff member to monitor individual progress, offer advice, and write your reference – your Personal Tutor;
- k) Respond to email requests normally within two working days, except where members of staff are working on a part-time basis or are on annual or sick leave;
- l) Provide student support as outlined in the various course-specific and University handbooks/ website, including details of where you can go for help in an emergency, and information about University-wide support services;
- m) Treat you with respect, in accordance with the University's *Equality and Diversity policies*, and maintain appropriate confidentiality in all our dealings with you;
- n) Provide clear information about procedures for making a complaint should you not be able to resolve the issue through your Personal tutor or Course Leader.

<http://www2.warwick.ac.uk/services/aro/studentfeedbackandcomplaints>

The cost of placements is covered in your course fees; the cost of re-sit placements is not. A charge for a re-sit placement may be made **at the discretion of CTE**.

Your responsibilities

As a trainee teacher you are expected:

- a) To pursue your studies with positive commitment throughout your PGCE and abide by all the University Regulations;
- b) To maintain a Professional Development Portfolio including personal tracking of your progress towards the Teachers' Standards;
- c) To participate in all learning activities of the curriculum;
- d) To attend all timetabled sessions at the University, except during authorised absence for medical, or other reasons, deemed by the University or Partner School to warrant absence; **attendance of less than 90% for any module may result in failure of that component of the course;**
- e) To self-certify any absence of up to 5 working days caused through illness, and to understand that repeated self-certification will be investigated by the University. Absences of more than 5 working days require a medical certificate. **All absences (whether at University or school) must be reported immediately via the online absence form.**

<http://www2.warwick.ac.uk/fac/soc/cte/students-partners/pintra/secondary/absences/>

It is vital that, if you are absent from school, that appropriate staff are informed in a timely manner through direct communication;

- f) To understand that significant absence, or absence at the time of assessment, requires formal medical certification and may result in you being unable to complete your course at the normal finishing time;
- g) To submit by required deadlines all assessed work required for the course, except where there is explicit agreement with the University (via the formal request for an extension to the module leader) for deferral due to certified illness or other reasons deemed by the University to warrant deferral;

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h) To have read and adhere to the University Regulations regarding suspected cheating in University tests and assessments, including plagiarism, and to accept the consequences outlined by these Regulations if you should break these Regulations, whether through ignorance or wilful practice;

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>

i) To have read, understood and to adhere to the University Guidelines on Copyright and to accept the consequences if you should break the law in this area, whether through ignorance or wilful practice;

j) To demonstrate the level of academic and professional teaching attainment required by the Board of Examiners;

k) To monitor your own academic progress by seeking continuously (not just at summative assessments) to test your understanding and knowledge by any means available including self-tests, work book material and formative assessments;

l) To identify deficiencies in your knowledge and understanding early and seek help actively from curriculum resources, your peers and appropriate academic and Partner School staff;

m) To recognise when your well-being is compromised by personal or other difficulties and seek appropriate professional support at the earliest possible stage. Before your placement you will have completed a 'Fitness to Practise' form confirming that you are able to undertake the statutory duties of a teacher. **It is your responsibility to inform the Cohort Leader of any issues which subsequently compromise your fitness to practise.**

n) To co-operate with those trying to help you through difficulties and be receptive of their support;

o) To check the course website and @warwick.ac.uk emails regularly to ensure that you are fully informed of any changes to the course, including teaching, learning and assessment arrangements which are described in the course handbooks on the website;

p) To prepare adequately for all University and school-based sessions, in particular for small group sessions;

q) To be punctual in your arrival at all timetabled teaching sessions, including University and school-based sessions;

r) To foster a sense of supportive community in the University and your placement schools by supporting one another and helping the University to support you;

s) To engage thoroughly, with respect and courtesy, with your peers, making a full, active and positive contribution in all small group sessions and within your school placements such that you actively facilitate the learning of all participants, without discrimination;

t) To respect and promote the learning of your peers during lectures and seminars by adopting a professional attitude to learning;

u) To raise matters of collective student importance either via referral to the Student-Staff Liaison Committee or through your Course Leader.

Please note that failure to observe the expectations outlined above will mean that you have contravened the *CTE Framework for Professional Behaviour*. Any possible consequences are

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outlined in that policy document to which you are also required to confirm your agreement at the start of the programme.

<i>I understand that failure to attend at least 90% of university-based sessions may result in failing the Module</i>	<i>Yes/No</i>
<i>I understand that it is my responsibility to inform CTE of any absence by means of the online absence form, whether for a university-based day or a school placement day. It is also my responsibility, if on placement, to inform the school and key staff in a timely manner in line with the school's absence policy.</i>	<i>Yes/No</i>