



WELCOME

Welcome to all involved in the School Direct Teacher Training Programme at Matthew Moss ITT Partnership.

This is an employment-based route into teaching where a school offers a training position and acts as host to a nominated trainee. The Partnership Agreement between MMHS (the lead school) and the host school defines the remit, roles and responsibilities for the partners and key players.

The original GTP Programme was established in 2002. Following a successful inspection, it gained the status of Accredited Recommending Body, conferring responsibility for assessing its trainees. A sample of the cohort is visited by an External Moderator who monitors and moderates the Programme's judgements.

In addition to teaching in their host school, all trainees meet weekly at MMHS for a half day session of Professional Issues, co-ordinated with provision in the host school. They also complete a Teaching Placement of approximately six weeks in a second, contrasting school.

The Programme is managed on a day-to-day basis by the Programme Co-ordinator (Rosamund Armbrister) who is responsible to the Steering Committee, comprising Headteachers of some of the partner schools, or their representatives. Ultimately, we are all accountable to the National College for Teaching and Leadership who supply a percentage of the funding for certain trainees.

I hope that all involved in the Programme enjoy their roles; with the continued support, commitment and enthusiasm of all concerned, I am confident that the Programme will build even further on its considerable strengths.

*Rosamund Armbrister
Programme Co-ordinator*

| | |
|-----------------------|------------------------------|
| PROVIDER NAME: | Matthew Moss ITT Partnership |
| PHASE | <i>Secondary</i> |
| COURSE TYPE: | <i>SD (Salaried)</i> |

| W/c | 25-Aug-14 | 01-Sep-14 | 08-Sep-14 | 15-Sep-14 | 22-Sep-14 | 29-Sep-14 | 06-Oct-14 | 13-Oct-14 | 20-Oct-14 | 27-Oct-14 | 03-Nov-14 | 10-Nov-14 | 17-Nov-14 | 24-Nov-14 | 01-Dec-14 | 08-Dec-14 | 15-Dec-14 | 22-Dec-14 | 29-Dec-14 | 05-Jan-15 | 12-Jan-15 | 19-Jan-15 | 26-Jan-15 | 02-Feb-15 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Mon | HOST | → | PRIM | | HOST | → | | | | | | | | | ARP | | | | | | SXTH | | ARP | |
| Tues | | | | OBS | | | | | | | | | | | | | | | | | | OBS | | |
| Wed | | | | | | | | | | | | | | | | | | | | | | | | |
| Thurs | | CTrain | | Ctrain | | | | CTrain | CTrain | CTrain | CTrain |
| Fri | | | | | | | | | | | | | | | | | | | | | | | | |

| W/c | 09-Feb-15 | 16-Feb-15 | 23-Feb-15 | 02-Mar-15 | 09-Mar-15 | 16-Mar-15 | 23-Mar-15 | 30-Mar-15 | 06-Apr-15 | 13-Apr-15 | 20-Apr-15 | 27-Apr-15 | 04-May-15 | 11-May-15 | 18-May-15 | 25-May-15 | 01-Jun-15 | 08-Jun-15 | 15-Jun-15 | 22-Jun-15 | 29-Jun-15 | 06-Jul-15 | 13-Jul-15 | 20-Jul-15 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Mon | SEC P | | → | | | | | ARP | | | HOST | → | | | ARP | | | ARP | | ENRCH | → | | | |
| Tues | | | | | | | | | | | | | | | | | | ARP | | | | | | |
| Wed | | | | | | | | | | | | | | | | | | ARP | FM | | | | | |
| Thurs | CTrain | | CTrain | CTrain | CTrain | CTrain | CTrain | CTrain | | | CTrain | CTrain | Ctrain | Ctrain | CTrain | | CTrain | ARP | FM | CTrain | Conf | CTrain | CTrain | |
| Fri | | | | | | | | | | | | | | | | | | ARP | | | | | | |

Course structure and key dates/events 2014/15

Codes for indicating training and other fixed events on the course calendar
 - use drop down list in cells above to select codes

For primary, secondary and employment-based QTS provision:

| | |
|--|---------|
| Training | CTrain |
| School experience | ALL |
| Reading/ Private study | 1 hr/wk |
| Fixed interim assessment/ progress review points | ARP |
| Final assessment/moderation | FM |

For provision in the FE sector:

| | |
|--|-----|
| Training | T |
| 'Teaching' experience/ placement | SE |
| Reading/ Private study | R |
| Fixed interim assessment/ progress review points | ARP |
| Final assessment/moderation | FM |

For in-service training use T to indicate any formal 'fixed' (fixed times and/or locations) training

Key

- Probable Half Term Breaks
- Major Holidays
- b/h Bank Holidays

If you need to submit more than one course calendar, please add them as additional tabs on this spreadsheet and rename them accordingly
 To do this - choose Edit, Move or Copy Sheet. Check the 'Create a Copy' box and click OK. A new tab will appear.
 To rename the new tab, right-click on the tab and choose 'Rename'. Then type the new name for the tab.

PART ONE: TEACHING

A teacher must:

S1 Set high expectations which inspire, motivate and challenge pupils

- 1a establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

S2 Promote good progress and outcomes by pupils

- 2a be accountable for pupils' attainment, progress and outcomes
- 2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2c guide pupils to reflect on the progress they have made and their emerging needs
- 2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2e encourage pupils to take a responsible and conscientious attitude to their own work and study.

S3 Demonstrate good subject and curriculum knowledge

- 3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

S4 Plan and teach well-structured lessons

- 4a impart knowledge and develop understanding through effective use of lesson time
- 4b promote a love of learning and children's intellectual curiosity
- 4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 4d reflect systematically on the effectiveness of lessons and approaches to teaching
- 4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

S5 Adapt teaching to respond to the strengths and needs of all pupils

- 5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 5c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- 5d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

S6 Make accurate and productive use of assessment

- 6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 6b make use of formative and summative assessment to secure pupils' progress
- 6c use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

S7 Manage behaviour effectively to ensure a good and safe learning environment

- 7a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- 7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

S8 Fulfil wider professional responsibilities

- 8a make a positive contribution to the wider life and ethos of the school
- 8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8c deploy support staff effectively
- 8d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 8e communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

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

MATTHEW MOSS ITT PARTNERSHIP

GENERIC TRAINING PLAN

- The generic training plan shows how training activities and experiences allow trainees to meet QTS Standards. It is a working document, **which should be subject to much annotation and modification and will be adjusted each half term**. Thus it will be tailored and adjusted to meet the trainee's individual needs and prior experiences, as identified by the Analysis and Development of Subject Training using SKfT. Very early in the first term, the Project Co-ordinator will visit to discuss and review individualised adjustments that have been made.
- The Training Plan that has been individualised will be used extensively at weekly reviews to-
 - review and track the trainee's progress
 - set specific targets for the trainee.
- The Training Plan includes information to show how specific QTS Standards are to be met.
- The Training Plan will be individualised to identify the actual classes to be taught, the Key Stages taught and the percentage of time spent on each Key Stage.
- The Training Plan will be annotated to show the times set-aside for meetings with Subject Mentor and Professional Mentor.
- At the end of each half term the individualised targets for the coming half term **will be added** to the Training Plan.

Training Plan Activities

| Term | Description of the proposed training activities that will take place | Which Teachers' Standard(s) do the activities relate to? | How does this activity meet each of the Standards listed, including the subject knowledge requirement? | How will the activity be assessed? |
|---|--|---|---|--|
| FIRST TERM INDUCTION PHASE – APPROXIMATELY 4 WEEKS | <p>Whole School</p> <ul style="list-style-type: none"> ◆ Tour of catchment area including some primary feeders, 2 days in feeder primary to observe at least KS2 and some phonics teaching. ◆ Tour of School : Introduction to all faculties, including SEND/other teaching support staff including reprographics and ICT areas ◆ School documentation : Prospectus, timetable, Development plan, calendar, staff handbooks, teachers diary, policies ◆ Follow pupil for a day. Identify different ways in which to learn. ◆ Observe teachers both within the department and other faculties, identifying examples of good practice. ◆ Shadow the SENDCO and/or assistants for the day ◆ A trainee must teach no more that 90% of an NQTs timetable – most will undertake only observations and a small amount of team teaching during this phase. | <p>5b/c</p> <p>Part 2</p> <p>2d</p> <p>7 a/b 4d</p> <p>8 b/c</p> | <p>To find out about pupils' background and to observe the continuum of education – focus on KS2 and phonics.</p> <p>Awareness of policies and procedures affecting pupils' development</p> <p>Aware of statutory frameworks</p> <p>To build up strong, collaborative working relationships</p> <p>To learn from effective practice of others</p> <p>To understand contributions made by support staff and those with responsibility for SEN</p> | <p>WL</p> <p>PDF</p> <p>PDF</p> <p>Obs Exp Tchrs</p> <p>Obs Exp Tchrs</p> <p>WL</p> |

Assessment Key - **LO** – Lesson Observations by Trainee **WL** - Weekly Log **WA** - Written Assignment **TF** - Teaching File **SKfT** - Subject Knowledge for Teaching **PDF** - Professional Development File **QTSA** - Standards for Qualified Teacher Status Audit
OBS EXP TCHRS – Observation of Experienced Teachers Log

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|------|---|--|---|---|
| | <p>Department</p> <ul style="list-style-type: none"> ◆ Safety in the classroom ◆ Basic classroom management issues : Behaviour Management. Pupil/Teacher Code of Practice ◆ Teaching & Learning Styles <p>Differentiation Whole class, Group and Individualised work Theory of VAK (Visual, Auditory & Kinesthetic learning activities), Collaborative tasks</p> <ul style="list-style-type: none"> ◆ Shadow a (e.g. science) teacher for a day ◆ Visit other departments at host school for equivalent of 1 day. ◆ Become familiar with resources, materials and policies within the department | <p>Part 2</p> <p>7</p> <p>2d 2b</p> <p>Part 2</p> | <p>Aware of health and safety issues.</p> <p>To establish a clear framework for classroom discipline</p> <p>Taking account of diversity To set appropriate differentiated tasks for pupils. To support pupils' understanding of the nature and purpose of lessons.</p> <p>To evaluate effective teaching of others To experience how teachers and support staff plan and work together</p> <p>To identify priorities for early professional development</p> | <p>PDF/TF</p> <p>PDF/TF</p> <p>Obs Exp Tchrs</p> <p>SKFT</p> |
| | <p>Preparing to Teach</p> <ul style="list-style-type: none"> ◆ Observe classes to be taken in the first term ◆ Team teach or teach small groups for part of a lesson ◆ Work with subject mentor on lesson planning/aims of lesson ◆ Work with subject mentor on framework for short/medium/long term planning following department schemes of work. ◆ Plan with a view to produce resources, preferably using some ICT/Technology. ◆ Ascertain teaching support available to individuals/classes to be taught. ◆ Work with members of the department and teaching assistants to enhance pupils' learning. ◆ Collect data for assigned classes. | <p>3a, b, c</p> <p>1b 2b</p> <p>2d</p> <p>All 4</p> <p>All 5</p> | <p>To build up awareness of a range of good behaviour strategies</p> <p>Planning work to meet diverse needs</p> <p>Demonstrating relevant subject knowledge</p> <p>Responsible for a class for a sustained period of time Using ICT effectively in teaching, work sheets, Power Point, interactive white boards to promote inclusion</p> <p>Supports pupils learning English as an A.L. Seeking information to gain insight into pupils' strengths and difficulties</p> <p>Engage in joint planning and take advice</p> | <p>Obs Exp Tchrs/WL</p> <p>TF</p> <p>TF</p> <p>TF</p> <p>TF</p> <p>TF</p> <p>TF</p> |

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|--|---|--|--|---|
| First Teaching Experiences FORMATIVE PHASE To end of first term | <ul style="list-style-type: none"> ◆ Gradual introduction to class teaching, initially one class, but increasing to an advised work load of approximately 40% of the week by the end of the first half term (Oct)– 50% by the end of the first term(Dec), this time to include tutorials and reviews.(Trainees must teach no more than 90% of an NQT timetable load and considerably less would be preferred at this stage of training) ◆ Assignment to a class to assist with PSE and Form Tutor work, as above by a process of gradualism. Through the above build successful relationships built on Teaching and Learning, establish a purposeful environment where diversity is valued and where pupils feel secure and confident. The remaining 60%/50% will allow preparation of lessons and resources, time to work on the Professional Development File, time to prepare for and engage in tutorials with Professional and Subject Mentors. ◆ Trainees will continue to observe lessons, at least one per week, and reflect on and evaluate both their own lessons and the lessons of others. ◆ The programme of teaching will build until all timetabled classes at KS3 and KS4 are taught. ◆ Work produced by the above classes will be marked and then assessment can be made against teaching objectives. A range of monitoring and assessment strategies to | <p>1, 2, 3</p> <p>4</p> <p>1, 2, 3, 4</p> | | <p>LO/TF</p> <p>PDF</p> <p>TF</p> <p>PDF</p> <p>TF</p> <p>PDF</p> <p>LO by mentors</p> <p>WA</p> <p>LO by mentors</p> |

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|------|---|---|---|--|
| | <p>evaluate pupils' progress and address areas of difficulty will be developed.</p> <ul style="list-style-type: none"> ◆ Implement feedback in line with school/dept policy and encourage learners to respond. ◆ Members of the department will address gaps in subject knowledge identified by the analysis of the SKfT document and in SKfT tutorials. (1 per month) ◆ National Curriculum programmes of study will be reviewed. ◆ Use homework and other out of class work to consolidate and extend learning and to encourage independent learning. | <p>All 6</p> <p>2, 6</p> <p>3</p> <p>4</p> | | <p>TF</p> <p>QTSA</p> <p>WL/TF</p> |
| | <p>Professional Mentor Tutorials should include</p> <ul style="list-style-type: none"> ◆ Equal Opportunities/High Expectations ◆ Pupil Welfare : Child Abuse : Role of the Education Service : Rewards and sanctions : Physical Restraint ◆ Professional Conduct : Role Models ◆ Special Educational Needs : Role of the SENCO ◆ ICT including examples of how it has enhanced the delivery of lessons ◆ Recording pupils' achievements systematically to provide evidence of range of work and progress using ICT if possible ◆ Professional development and responsibilities ◆ Role of the school Governing Body/Application to school/teacher/pupil | <p>1</p> <p>7</p> <p>5</p> <p>2, 6</p> <p>Part 2</p> <p>2</p> | <p>Having high expectations of pupils, whatever their backgrounds Knowledge of the contributions made by other professionals to teaching profession</p> <p>Learning from effective practice of others</p> <p>Know how to seek advice from specialist on less common types of SEN</p> <p>How to use ICT effectively in teaching</p> <p>To record pupils' progress systematically Analysing and reflecting on own practice</p> <p>Awareness of support and assistance Delivering effective lesson</p> | <p>PDF/PIF</p> <p>PDF</p> <p>PDF</p> <p>PDF</p> <p>TF</p> <p>TF</p> <p>PDF/PIF</p> |

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|--|---|--|--|---|
| | <p>◆ Setting Standards and Targets</p> <p><i>Training Activities allocated to addressing targets highlighted by my half-termly reviews</i></p> <ul style="list-style-type: none"> • • • • • • | | | |
| <p>(SPRING) SECOND TERM CONSOLIDATION PHASE</p> | <p>Visit to a school with a sixth form or sixth form college (2 days). Take account of and support pupils' varying needs so that girls and boys from all ethnic groups make progress. Allocated time with SENDCO/E2L staff. Further work on how learning can be affected by physical, intellectual, linguistic, social, cultural and emotional development. SEND Code of Practice</p> <p>Review effective use of ICT/Technologies to teach the subject and to support the wider professional role.</p> <p>Teaching at least 50-60% timetable (no more than 90% of NQT timetable) to week before half term.</p> <p>Consolidation Phase continued Spend 5 days observing new teaching groups in host school.</p> | <p>5, 8</p> <p>8</p> <p>1, 2, 3, 4, 5</p> | <p>Awareness of what pupils will learn in KS5</p> <p>Identify appropriate tasks and activities</p> <p>Knowledge of how to access advice and support for pupils with SEND Understanding of factors to take account of and respond to individual pupils' needs</p> <p>Identifying opportunities to use ICT/Technologies confidently and independently</p> <p>Building successful relationships, establishing a purposeful learning environment</p> | <p>PDF</p> <p>WA</p> <p>TF/WA</p> <p>SKFT</p> <p>LO by trainee TF</p> |

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| | <p>Take over classes as appropriate. Classes will include both KS3 and KS4 work up to a 50-60% timetable (no more than 90% of NQT timetable) for class teaching and tutorials. (Second placement Mentor to undertake joint observation in host school if possible) Work with a new tutor group for PSHCE, preferably a different Key Stage group to first Term. Observe one lesson per week of experienced teachers.</p> <p>Remaining time to be protected to accommodate lesson planning and resource collation, preparation for tutorials with professional and subject mentors, observation, reflection and evaluation of own and other teaching including other faculties, reading and research for assignments and the preparation for PSHE work.</p> <p>Professional Mentor Tutorials should include: The school and its community, GCSE assessment, the value of scholarship</p> | <p>8</p> <p>8</p> <p>3</p> <p>6</p> <p>3</p> | | <p>LO by mentors/co-ordinator</p> <p>TF</p> <p>OBS EXP TCHRS</p> <p>PDF/WL</p> <p>WA</p> |
| SECOND TEACHING PLACEMENT | <p>Up to six week Teaching Placement – one week observation and five weeks teaching will be arranged at a partner school.</p> <p>Reports will be produced for classes as appropriate, criteria from National Qualifications. Parents' Evenings to be attended to feed back to Parents. The trainee will</p> | <p>All</p> <p>8</p> | <p>Communicating with parents and carers. Able to assess pupils' progress against national benchmarks.</p> <p>Using records as a basis for reporting on pupils' attainment and</p> | <p>TF/LO</p> <p>Reports in PDF</p> <p>TF</p> |

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|--|--|---|---|--|
| | <p>participate in Review Days/ Progress Monitoring as appropriate.</p> <p>Ensure that ICT is being used effectively in teaching to classes.</p> <p>If not already undertaken, plan or help plan and take part in out of school learning opportunities e.g. School visits</p> <p>(Host placement Mentor to undertake joint observation in second placement school - mandatory)</p> | 8 | <p>progress</p> <p>Using ICT effectively in teaching</p> <p>To plan opportunities for pupils to learn in out of-school contexts</p> | <p>LO</p> <p>TF</p> <p>TF</p> <p>QTSA</p> |
| | <p>Professional Mentor Tutorials should include</p> <p>Citizenship and post ECM : the impact on schools</p> <p>British values</p> <p>Enquiry Based Learning</p> <p>Professional Issues :</p> <p>Investigate how pupils learn. The Learning Cycles. L2L</p> <p>Return to ICT/Technologies in the classroom</p> <p>Compare Educational Provision in the two Placement schools</p> | <p>Part 2</p> <p>1b/5b</p> <p>2, 3</p> <p>3</p> <p>2d</p> | <p>Familiarity of the ways in which citizenship supports learning</p> <p>Support and develop pupils' participation in the life of the school</p> <p>Knowledge of the use of statutory tests and examinations used to assess pupils at KS4</p> <p>Intelligent use of inspection reports to help to improve teaching</p> <p>Knowledge of how statutory frameworks impact on teachers' work</p> <p>How development affects learning</p> <p>Using ICT effectively in both preparation and delivery of lessons</p> | <p>PDF</p> <p>QTSA</p> <p>WL</p> <p>WL</p> |
| HOST SCHOOL THIRD TERM CONSOLIDATION/ | <p>Continue to teach groups on 50% timetable (no more than 90% of NQT timetable) until half term.</p> <p>Final TP Assessment</p> | 1, 2, 3, 4, 5 6 | Continual improvement of teaching, assessment and classroom management skills | LO/TF |

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|-------------------------------------|--|--|--|---|
| DEVELOPMENT/ ASSESSMENT PHASE | <p>Continue to work with Tutor group until half term at KS4, Support and assess learning.</p> <p>At KS3/4 write Reports on pupils' progress and take part in Parents' Evenings as appropriate</p> <p>Professional issues to include: Use of data, demonstrating progress. Professionalism and Policy.</p> | <p>6</p> <p>8 Part 2</p> <p>6 2 Part 2</p> | <p>Assessment against national frameworks at KS4</p> <p>Clear coherent communication to enable pupils to make progress</p> | <p>SKFT</p> <p>Reports in PDF</p> |
| | <p>Enrichment Phase Continue to teach classes to be observed by external moderator</p> <p>Target pupils with SEND and help in the relevant subject area.</p> <p>Plan and work collaboratively on an aspect of curriculum development: Review outcomes and work on any shortfalls. Evaluate the process and record and disseminate outcomes using Action Research Methodology</p> <p>Review the role of Learning Mentors and Classroom Assistants.</p> <p>Work with more able learners.</p> <p>Continue to complete reports, attend Parents' Evenings and liaise with parents.</p> <p>Undertake enrichment activities to meet personal identified development needs.</p> | <p>5</p> <p>4</p> <p>8</p> <p>5</p> <p>8</p> | <p>Teaching pupils for a sustained and substantial period of time</p> <p>Supporting pupils with special educational needs</p> <p>To evaluate and improve professional practices</p> <p>Drawing on the expertise and assistance of other colleagues</p> <p>Providing challenges at a variety of levels</p> <p>Presenting reports both orally and in writing</p> | <p>LO/TF</p> <p>PDF</p> <p>PDF</p> <p>PDF</p> |

Assessment Key - **LO** – Lesson Observations by Trainee **WL** - Weekly Log **WA** - Written Assignment
TF - Teaching File **SKFT** - Subject Knowledge for Teaching **PDF** - Professional Development File **QTSA** - Standards for Qualified Teacher Status Audit
OBS EXP TCHRS – Observation of Experienced Teachers Log

SUBJECT KNOWLEDGE FOR TEACHING DOCUMENT

Subject Knowledge per se

This is the trainee's knowledge of the subject in which they are training to teach, e.g. English, Maths, Science, History etc.

This also includes the subject's key concepts as outlined in the National Curriculum, the school's curriculum, exam syllabi etc.

Subject Knowledge for Teaching

Includes Subject Knowledge per se and also the knowledge of **how** to effectively teach the subject in which you are training. This incorporates knowledge of teaching and learning strategies, planning techniques and use of resources (pedagogy). It also includes knowledge of how learners make progress and which other factors impact on learners' progress; all of which is underpinned by the trainee's attitudes to teaching and learning.

What is the purpose of the Subject Knowledge for Teaching (SKfT) Document?

The SKfT document is a working document. The main aim of the SKfT document is to enable the trainee, in conjunction with their Subject Mentor, to:

- take into account any previous experience/knowledge which contributes towards their subject knowledge for teaching
- identify gaps in their subject knowledge for teaching
- set targets to enable progress in developing their subject knowledge for teaching
- record progression in their professional development

The SKfT document is not intended to be focused on the specific Standards but on the wider development of the trainee. However, a comprehensive record of progression contained within the SKfT document will ensure that competence has been demonstrated in each of the standards.

Role of the Subject Mentor

The Subject Mentor (SM) has an integral part to play in helping the trainee to identify any areas for development. The SM will actively use the SKfT document during identified monthly tutorials as a means to: exemplify areas of focus; pose questions; guide the trainee in highlighting gaps in all aspects of subject knowledge and set targets for development.

Early areas to consider, depending on the trainee's prior experiences, will be Subject Knowledge per se and/or Pedagogy.

e.g. Why do you think that this area of the curriculum is taught? (Subject Knowledge per se)
How might you adapt this lesson / homework to support EAL learners? (Pupils' Development)
What is the purpose of this lesson / homework? (Pedagogy)

Role of the Trainee

The trainee will identify all relevant previous experience / knowledge and record it on the SKfT document. Consequently, gaps in subject knowledge for teaching will be identified. Trainees will then work with their SM to establish targets for acquiring new skills along with developing existing experience / knowledge.

Role of the Programme Co-ordinator

The SKfT document will be reviewed by the Programme Co-ordinator and discussed with the trainee and SM during termly school visits and at other relevant points throughout the year.

SUBJECT KNOWLEDGE FOR TEACHING DOCUMENT GUIDANCE NOTES



At the beginning of Term 1, the trainee will identify **all** relevant experience, skills and knowledge and record it in the 'Previous Knowledge/Experience' section on the SKfT document. It is likely that the trainee will not have experience in all areas.

e.g. Worked part-time as a Teaching Assistant supporting Year 7 students in English classes using National Curriculum for KS3 (2008 – 2011).

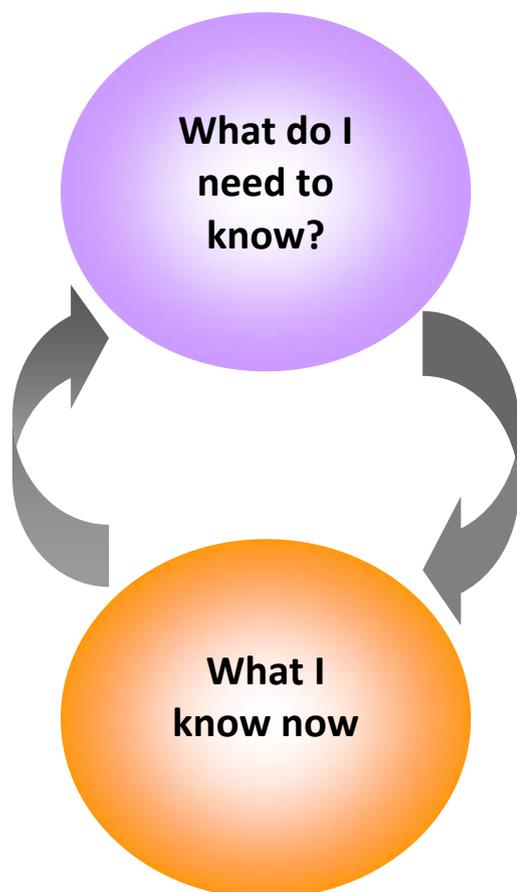
| Subject Knowledge Per Se – A | | |
|---------------------------------|---|---|
| Area of Focus | The key concepts, language, skills and topics that define the subject or curriculum area | |
| Previous Knowledge / Experience | <ul style="list-style-type: none"> What are the key concepts of your subject identified in the National Curriculum? How do these concepts translate into the schemes of work in your school? What are the National Curriculum programmes of study, examination specifications and school policies for the subject? Do you need to develop your own subject knowledge? If so, which aspects? | |
| Term | Targets | Developments |
| Term 1 | 1. To gain an understanding of why X is delivered at KS3. 2. To incorporate the sharing of assessment criteria into learning activities. | (1.1) Delivered X during lesson on Y <i>(Lesson plan and evaluation 21/10/11 – Teaching File B)</i> |
| Term 2 | | |
| 2 nd Placement | | |
| Term 3 | | |

The trainee and SM will work collaboratively to identify gaps in the trainee's subject knowledge for teaching. This will be done during monthly SKfT tutorials. The SM will actively use the SKfT document to exemplify areas of focus and pose questions to the trainee. Consequently this will guide the trainee to identify such gaps and establish targets for acquiring new skills along with developing existing experience / knowledge. Targets will be recorded in the 'Targets' column for the appropriate term.

e.g. To gain an understanding of why X is delivered at KS3.

As trainees acquire new skills or develop existing knowledge they will record this in the 'Developments' column. Trainees must ensure that they reference evidence of this development and the file the evidence can be located in. Accordingly, the trainee and their SM will revisit the area of focus to identify any subsequent gaps in the trainee's subject knowledge for teaching, setting new targets for development as appropriate.

e.g. - Delivered X during lesson on Y (Lesson plan and evaluation 21/10/11 – Teaching File B)



Subject Knowledge Per Se – A

| | | |
|--|---|---------------------|
| Area of Focus | The key concepts, language, skills and topics that define the subject or curriculum area | |
| | <ul style="list-style-type: none"> • What are the key concepts of your subject identified in the National Curriculum? • How do these concepts translate into the schemes of work in your school? • What are the National Curriculum programmes of study, examination specifications and school policies for the subject? • Do you need to develop your own subject knowledge? If so, which aspects? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Per Se - B

| | | |
|--|---|---------------------|
| Area of Focus | Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations | |
| | <ul style="list-style-type: none"> • How do children's knowledge, skills and understanding develop within the subject? • What can you expect at each NC level? • How can the NC be adapted to suit specific needs? • Can this progression be measured and clearly seen? • Do you need to develop your knowledge of NC levels and GCSE grades? • What about core skills? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Per Se - C

| | | |
|--|--|---------------------|
| Area of Focus | The relevance of the subject or the curriculum area and why aspects of the subject or curriculum area are taught | |
| | <ul style="list-style-type: none"> • How does this subject contribute to children’s development? • Why is this subject important in later life? • How does the subject link to others? Can it benefit other subjects? • Why is an emphasis given to particular topics, themes or aspects within a subject, e.g. an emphasis on scientific method? • What about teaching in other countries? • Are some aspects of the curriculum irrelevant? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Per Se - D

| | | |
|--|---|---------------------|
| Area of Focus | The connections across subjects or curriculum areas, including literacy, articulacy, numeracy and ICT across the curriculum | |
| | <ul style="list-style-type: none"> • What aspects of this subject can link to literacy, articulacy, numeracy and ICT? • How can you develop these skills in your lessons and why should you? • Can you promote the use of standard English? • Can subjects benefit from linking themes and topics? • What skills transfer? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Per Se - E

| | | |
|--|---|---------------------|
| Area of Focus | The relationships within the subject or curriculum area | |
| | <ul style="list-style-type: none"> • How do areas of the subject link together? E.g. in English the links between the four modes of language: speaking, listening, reading and writing. • Can aspects of the subject be taught out of sequence? • Are there any benefits to this? • How are you linking together different areas of the curriculum in your lessons? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Per Se - F

| | | |
|--|--|---------------------|
| Area of Focus | Assessment of pupils' achievement in the subject or curriculum area | |
| | <ul style="list-style-type: none"> • What are NC level descriptions for my subject? What are QCA 'sub levels? • What are the examination grade descriptions? • What methods of assessment are used at KS3 and KS4 to monitor progress? • What methods of assessment are used to award qualifications (e.g. GCSE)? • What are the expectations at different key stages? • Do you need to develop your knowledge of NC levels and GCSE grades? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pedagogy - A

| | | |
|--|--|---------------------|
| Area of Focus | A range of teaching skills and strategies to promote pupils' learning in the subject including behaviour management. <ul style="list-style-type: none"> What different teaching approaches exist? How can you engage students in lessons? What behaviour management approaches exist? What are the strengths and limitations of different approaches and alternative ways of teaching and organising learning? How can you adapt approaches to suit different groups? What about differentiated learning? What about independent learning? What do you need to do to develop your knowledge and skills of classroom and behaviour management further? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pedagogy - B

| | | |
|--|--|---------------------|
| Area of Focus | The ability to plan lessons and sequences of lessons that are matched to pupils' needs, including opportunities for learning through homework <ul style="list-style-type: none"> • What is a 3/4 part lesson? • What is modelling and scaffolding? • What is short-term, medium-term and long-term planning? • What do you need to do to improve your planning? • How can you adapt planning to take account of the varying needs of pupils in the class? • How can you use your knowledge of progress to plan for next lesson? • What is the homework policy? • Why is providing stimulating and manageable homework important? • How can it fit into a scheme of work? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pedagogy - C

| | | |
|--|---|---------------------|
| Area of Focus | The ability to make use of a range of resources including ICT | |
| | <ul style="list-style-type: none"> • What resources are available or can you produce to support teaching and learning in the subject? • How can you use them creatively to support teaching and learning of key objectives? • How can students use ICT in the subject to make learning engaging? • Are there opportunities to design lessons where ICT is a main component? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pedagogy - D

| | | |
|--|--|---------------------|
| Area of Focus | Skills in the assessment of pupils' learning and the ability to use the information to plan for teaching which meets pupils' needs | |
| | <ul style="list-style-type: none"> What different assessment techniques and approaches exist? How can you use assessment techniques effectively? Which approaches work best and when? What is formative and summative information? What is AFL? What is APP? How can you use knowledge of pupils' current stage of development and data held in school to plan the next steps in their learning? How effective is AFL in your subject? What about feedback - how do you give it formatively? How can you demonstrate progress in your lessons? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pedagogy - E

| | | |
|--|--|---------------------|
| Area of Focus | The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment | |
| | <ul style="list-style-type: none"> • Which are the most appropriate teaching strategies and approaches for different ages and abilities, e.g. G&T, SEN, KS3, KS4, mixed ability groups? • How can you differentiate your lessons to meet the needs of all students? • How can you support learning through the learning environment, e.g. displays which reinforce key understandings, the effective deployment of teaching assistants? • Do you need to get to know your classes better? • Are you personalising learning? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pedagogy - F

| | | |
|--|---|---------------------|
| Area of Focus | The ability to reflect on and improve teaching and learning | |
| | <ul style="list-style-type: none"> What have you learnt that can help you to improve? Think about taking ideas where appropriate from research, inspection evidence, reading or training, observations, discussions with peers Can you improve your personal lesson evaluations, weekly logs and assignments by being more reflective? <p><i>Tip: The key to good reflection is to be critical, don't just say 'what happened' - step back and try to figure out 'why' it happened, and what you will do next time to improve the outcome</i></p> | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pedagogy - G

| | | |
|--|---|---------------------|
| Area of Focus | High expectations of all pupils and skills in working to overcome barriers to learning | |
| | <ul style="list-style-type: none"> What barriers can students face? How can you adapt your style and lessons to be inclusive of all pupils? What is FSM? What is 'narrowing the gap'? Does your school use intervention strategies to ensure opportunities for all? What can you do to ensure inclusion? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pupils' Development - A

| | | |
|--|--|---------------------|
| Area of Focus | How pupils' learning in the subject is affected by developmental, social, religious, cultural and linguistic influences | |
| | <ul style="list-style-type: none"> • What is the impact of these factors on children's learning? What can data tell you? What do you know/ what do you need to know? • 'Developmental' includes physical and emotional factors as well as learning issues. • 'Social' includes aspects from a child's background which might influence their learning. • 'Religious' and 'cultural' include aspects of observance, practice, expectations or behaviour that may influence children's access to the curriculum or response to particular teaching styles. • 'Linguistic' includes the potential strengths and limitations of EAL learners. | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pupils' Development - B

| | | |
|--|--|---------------------|
| Area of Focus | The range of ways in which pupils learn | |
| | <ul style="list-style-type: none"> • What is VAK? • How can you identify children's different strengths and styles of learning? • How can you take account of these in providing a range of learning opportunities and materials? • How can you extend students' understanding of how to learn and encourage them to take responsibility for their own learning? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pupils' Development - C

| | | |
|--|--|---------------------|
| Area of Focus | How pupils develop as learners within the subject | |
| | <ul style="list-style-type: none"> • What are the NC stages of children's development in relation to expected or age-related development? • How do learners develop in your subject - what are the development stages? • How can you assess students against the expectations? • What about subject learning at KS2? How does the learning at KS2 impact on development? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pupils' Development - D

| | | |
|--|--|---------------------|
| Area of Focus | How the subject and curriculum area needs to be adapted to meet pupils' individual needs and contexts | |
| | <ul style="list-style-type: none">• How can you vary teaching to accommodate the needs of different learners?• How can you predict difficulties, misconceptions and misunderstandings; and then plan to overcome them?• How can you take account of developmental, social, religious, cultural and linguistic influences when planning and teaching? e.g. to support the developing needs of pupils with EAL | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Pupils' Development - E

| | | |
|--|--|---------------------|
| Area of Focus | How parents and carers contribute to their children's learning and development | |
| | <ul style="list-style-type: none"> • What is the role of parents and carers as children's 'first teachers'? • How can you work collaboratively with parents and carers? • What are the school policies and guidelines about working with and contacting parents / carers? • How do you determine which pupils are not or could not be meeting their potential? • What about the role of the form tutor? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Attitudes - A

| | | |
|--|---|---------------------|
| Area of Focus | The inclusion, achievement and well-being of all pupils | |
| | <ul style="list-style-type: none"> • How can all of your learners achieve the highest possible attainment and value their learning? • How do you determine which pupils are not or could not be meeting their potential? • What steps can you take to ensure that those students who show lack of progress can be brought back on track? • Which other staff have a role to play to ensure inclusion? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Attitudes - B

| | | |
|--|---|---------------------|
| Area of Focus | The subject or the curriculum area and enthusiasm for teaching it | |
| | <ul style="list-style-type: none">• Are there any areas of the subject you need to refresh?• How do you bring the subject to life?• How can you make the subject relevant to all? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Attitudes - C

| | | |
|---------------------------------|--|--------------|
| Area of Focus | Being creative in developing learning opportunities for all pupils | |
| | <ul style="list-style-type: none">• How can you deliver stimulating lessons which maintain engagement and foster curiosity?• How can you ensure all children feel that they succeed in lessons?• What are effective teaching strategies to address specific needs and build on children's interests? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2 nd Placement | | |
| Term 3 | | |

Subject Knowledge Attitudes - D

| Continuing professional development within the subject or curriculum area | | |
|---|---|---------------------|
| Area of Focus | <ul style="list-style-type: none">• At each stage of your development:• What are your professional targets? What are your priority areas?• How are you addressing these professional targets? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

Subject Knowledge Attitudes – E

| | | |
|--|--|---------------------|
| Area of Focus | Working as part of a team, learning from others and contributing to the learning community | |
| | <ul style="list-style-type: none"> • What are the roles of other professionals? • How can you value the contributions different professionals make? How can you learn from other professionals' practice? • How can you contribute to a team focusing on the well-being of a child? How can you contribute to the wider life and ethos of the school? | |
| Previous Knowledge / Experience | | |
| Term | Targets | Developments |
| Term 1 | | |
| Term 2 | | |
| 2nd Placement | | |
| Term 3 | | |

ROLES AND RESPONSIBILITIES

Below is a checklist of the duties of Professional and Subject Mentors, Trainee Teachers and Programme Co-ordinator, to be read in conjunction with A Year in the Life of MMITT Partnership. **Either PM or SM must visit second placement school for joint observation of trainee – It is desirable for second placement mentor to undertake joint observation of new trainee in host school prior to second placement, to ensure continuity.**

Professional Mentor

- normally meets trainee during the day in school as part of the selection process
- is familiar with Generic Training Plan
- helps completion of an initial needs audit using the SKfT document, although the subject-specific aspects of this can be referred to the Subject Mentor, **by end of first week of course**
- has oversight of induction of trainee into the school; oversight of construction of trainee's timetable and oversight of subject mentors
- ensures coverage of relevant activities in the Training Plan, including the role of the form tutor, PSHE and Citizenship and familiarises trainee with school policies / codes of conduct
- meets trainee/s once per fortnight for review of progress and Training Plan activities
- observes lessons at least once per half term with written and verbal feedback, using the MMITT documents
- conducts a joint observation with the Subject Mentor during the course
- completes a regular review* jointly with trainee and Subject Mentor.
- arranges a placement in a Primary school and, where necessary, a placement to cover post-16 requirements (unless organised by PC)
- is responsible, along with the Subject Mentor and Programme Co-ordinator, for assessment of the trainee against the Teachers' Standards for QTS
- meets External Moderator when s/he visits the trainee in school

Subject Mentor

- welcomes trainee and inducts her / him into the department; introduces trainee to technicians / TAs etc.
- in conjunction with the Professional Mentor, provides observation schedule of experienced (and new) teachers
- helps the trainee to audit SK, then to develop SK and assists in the completion of the Subject Knowledge for Teaching document (**please refer to Subject Knowledge Guidance Notes**)
- undertakes check of trainee's ICT skills
- constructs teaching timetables according to trainee's needs, following the course phases
- observes trainee's lessons weekly, providing written and verbal feedback
- holds weekly tutorial, with agenda agreed with trainee who makes notes and sets appropriate targets – **one per month to focus specifically on subject knowledge development.**
- completes regular reviews*, jointly with trainee and Professional Mentor, referencing the Subject Knowledge for Teaching documents.
- undertakes at least one joint observation with the Professional Mentor / Programme Co-ordinator

- conducts a **specific subject knowledge focused observation** with written feedback once per term.
- encourages trainee to contribute to department meetings and other activities which broaden her / his experience
- helps trainee prepare appropriate targets for second placement
- is responsible, together with the Professional Mentor and Programme Co-ordinator, for assessment of the trainee against the Teachers' Standards for QTS

Trainee Teacher

- observes lessons taught by experienced teachers before beginning to teach; continues to observe other professionals, **at least one lesson per week during the year, logging learning from these**
- participates in departmental and whole school life
- is gradually inducted into teaching and assessing as appropriate to her/his previous experience and agreement with PC
- meets the subject mentor for a weekly tutorial with a focus on subject knowledge; is observed in the classroom by the SM (or delegated teacher) weekly with verbal and written feedback
- undertakes a programme of subject study/ professional reading, discussed with the SM, timetabled for one hour per week
- meets the professional mentor fortnightly to discuss progress and follow Training Plan activities
- completes regular reviews* in conjunction with SM and PM
- maintains files and records as advised
- completes assignments.

Programme Co-ordinator

- provides a generic Training Plan, Subject Knowledge for Teaching documents, together with a copy of the Teachers' Standards for QTS
- ensures host schools have relevant MMITT Partnership documentation, also available on the web-site
- attends a SM tutorial in the first half term.
- observes trainees in schools each subsequent half term, providing verbal and written feedback, meeting SM and PM to discuss progress
- observes each trainee jointly with the SM at least once
- is responsible for selection and interview of prospective trainees, in conjunction with partner schools
- organises or leads Professional Issues Programme weekly at MMHS
- sets and marks formal written assignments
- prepares mentor training and exchange of good practice
- assesses trainees' satisfactory completion of the Teachers' Standards for QTS, in conjunction with the SM and PM
- arranges visits to trainees by the External Moderator
- attends Steering Committee Meetings for the MMITT Partnership

*Reviews occur as follows:

initial audit against standards in first half term
the end of the Autumn Term
before February half term, prior to 2nd Placement (short)
at the end of 2nd Placement.

A YEAR IN THE LIFE OF MATTHEW MOSS ITT PARTNERSHIP

PRIOR TO SEPTEMBER

TRAINEES

- Attend Summer Conference
- Meet initial targets by reading/ personal research
- Make visits to school wherever practicable

SCHOOL MENTORS

- Attend Summer Conference
- Familiarise yourself with documentation
- Plan initial timetables/ form tutor pairing

PROGRAMME CO-ORDINATOR

- Plan, attend and deliver Summer Training Conference

SEPTEMBER

TRAINEES

- Getting to know their school and its people.
- Collecting the school's documentation.
- Observing teaching in their own Department and throughout the school
- Begin to teach when/if ready
- Getting familiar with resources and policies of their Department.
- Becoming aware of classroom management issues.
- Spend time in a local feeder primary school, to observe Key Stage 2 work and phonics.
- Attending Professional Issues sessions including: - Teambuilding, Planning and Differentiation; The Effective Lesson; The Assertive Teacher- behaviour management.
- Weekly meeting with Subject Mentor; focus on Planning and Differentiation together with Subject Knowledge for Teaching (SKfT) – one per month
- Fortnightly meeting with Professional Mentor.
- Complete reflective weekly log and record developments against initial targets.

SCHOOL MENTORS

- Conducting Subject Knowledge for teaching audit with their trainee.
- Resulting from above, adapt and augment the Training Plan to meet trainee's specific needs.
- Sorting out the trainee's timetable.
- Tutorials on: - e.g. Equal Opportunities; High Expectations; Pupil Welfare; SEN; the Role of the SENCO.

PROGRAMME CO-ORDINATOR

- Provide a generic Training Plan.
- Ensure that all the host schools have the MMHS ITT Partnership documentation and know how to use it. Provide both hard and electronic copies of lesson plans, lesson evaluations, half-termly mentor/trainee reviews.
- Provide TTSAD document, Subject Knowledge for Teaching document and handbook for training.
- Run the first Professional Issues sessions, welcoming the trainees to the School Direct Training programme and dealing with any initial concerns.
- Contact all the host schools to deal with any initial concerns.
- Begin to conduct interviews for trainees joining the course in the next academic year.

OCTOBER **TRAINEES**

- Begin to team-teach with Subject Mentor and other members of the Department.
- Work with Subject Mentor in Lesson Planning.
- Work with Subject Mentor on short/medium and long term plans.
- Use ICT to produce resources.
- Work with Learning Assistants.
- Closely observe classes to be taken.
- Gradual introduction to class teaching as/when ready: up to 40% of an NQT timetable – no more than 90% of an NQT timetable.
- Weekly meeting with Subject Mentor – trainee to minute.
- Fortnightly meeting with Professional Mentor – trainee to minute.
- Attend Professional Issues sessions: Effective Teaching and Learning; Pupil Engagement; Starters and Plenaries; Review of first half term.
- Collect data for and complete first assignment (**submission at end of half term**).
- Adapt Training Plan in the light of the first half term.
- Attend any parents' meetings.

SCHOOL MENTORS

- Work with trainee on all aspects of preparing to teach.
- Assign trainee to a form to assist with PSHE/ Citizenship and form tutor work.
- Work with trainee on a range of strategies for assessment and monitoring of learners, with reference to SKfT.
- Work with trainee on National Curriculum Programmes of Study.
- Tutorials to include work on: Every Child Matters; Rewards and sanctions; Physical restraint; Professional conduct.

PROGRAMME CO-ORDINATOR

- Visits each trainee in his or her host school conducting initial meeting with trainee and Subject Mentor and completing first half term review, setting targets for the next half term.
- Collects in and marks the first assignment.
- Identifies and addresses individual mentors' needs.
- Continues to interview prospective trainees for the next academic year.
- Contacts schools in connection with training prospective trainees for the next academic year.
- Contributes to Professional Issues session.
- Attend the NW Network meeting.
- Arrange first termly meeting of Steering Committee

NOVEMBER **TRAINEE**

- Continue to observe lessons at least one per week and reflect on and evaluate own lessons and the lessons of colleagues.
- Collect data for second assignment.
- Continue to develop and record Subject Knowledge for teaching.
- Gradual building up of teaching to cover both Key Stage 3 and Key Stage 4.
- Mark and assess work of classes against teaching objectives.
- Build up a range of monitoring and assessment strategies.
- Work with members of the Department in addressing any gaps in subject knowledge.

- Review and use National Curriculum Programme of Studies.
- Use homework to consolidate and extend class work and to encourage pupils to work independently.
- Attend Professional Issues sessions; Theories of Learning; The Role of the Form Tutor; Child Protection; Working with Other Adults..
- Revisit Opportunities and Impact log.

SCHOOL MENTORS

- To work with trainee on building successful relationships based on teaching and learning and to help the trainee establish a purposeful environment where diversity is valued and where pupils feel secure and confident.
- To continue to support the trainee in lesson planning and delivery.
- To observe the trainee formally and to give written feedback on lessons, offering constructive criticism and support.
- To undertake one subject specific observation and to give written feedback.
- To address any gaps in the trainee's subject knowledge, using the SKfT as guidance.
- Weekly minuted subject mentor meetings – including one per month focused on SKfT.
- Tutorials to include: - Special Educational Needs; The Role of the SENDCO; The use of ICT in both preparation and delivery of lessons; Recording pupils' progress systematically using ICT if possible.

PROGRAMME CO-ORDINATOR

- Joint lesson observations with all of the subject mentors of each of the trainees, to contribute to mentor training.
- Continue to interview prospective trainees for the next academic year and to write up interview analysis. Continue to contact schools with a view to training career changers in the next academic year.
- To attend the termly meeting of the NW Network.
- To set the second assignment 'Equality and Diversity'.
- To attend most of the Professional Issues meetings to address any problems that may have arisen for the trainees or their schools.

DECEMBER TRAINEES

- To build up to a 50% (no more than 90% of NQT timetable) timetable covering a range of ages and abilities.
- To continue to build upon the classroom work begun in the previous months (see November's programme).
- Continue to prepare for and engage in tutorials with both Subject and Professional mentors.
- To complete the second assignment.
- Complete the first term questionnaire for quality assurance purposes.
- To attend the Professional Issues meetings covering SEND, EAL and Review of the first term.
- Be involved in the corporate life of the school e.g. Christmas production; Seasonal disco etc.
- To complete Record of Review following grading exercise on TTSAD (begun 1st week of Dec).

SCHOOL MENTORS

- To continue to help and support their trainee in all aspects of teaching.
- Weekly (SM) and Fortnightly(PM) meetings to be minuted.
- Weekly (Subject Mentor) and half termly (Professional Mentor) formal lesson observations to be conducted and formal improvement feedback to be given.
- Review TTSAD document and highlight stages met on each of the Teachers' Standards.
- Review Training Plan and update.
- Review Subject knowledge for teaching and update.
- Complete the Record of Review in conjunction with the trainee.

PROGRAMME CO-ORDINATOR

- To conduct formal lesson observation with detailed feedback with areas given for improvement.
- To conduct the end of term group review with targets set for the next term.
- Deliver the final Professional Issues session of the first term.
- Collect in and mark the second written assignment.

JANUARY

TRAINEE

- Visit to a 6th Form College or a school teaching Key Stage 5.
- For those trainees who have not already done so, spend time in a feeder primary school to observe KS2 and phonics.
- Spend time with the host school's SENCO and or EAL staff.
- Spend time with the school's ICT Co-ordinator to review effective use of ICT/Technologies to support the trainee's subject and also how to support the trainee's wider professional role.
- Continue to consolidate classroom performance.
- Attend Professional Issues Meetings on: Effective Lessons; and Questioning
- Complete ongoing Opportunities Log.

SCHOOL MENTORS

- Continue to support trainee in all aspects of improving teaching performance.
- Continue with weekly and fortnightly mentor meetings as in previous months.
- Continue with formal lesson observations and feedback as in previous months.
- Familiarise trainee with National Curriculum Attainment levels and with GCSE grade boundaries.
- Tutorials to include: 'The school and its community'; 'GCSE Assessment' and The Value of Scholarship.
- Prepare for 2nd placement trainee.

PROGRAMME CO-ORDINATOR

- Confirms 2nd placement schools for all the trainees.
- Continues with recruitment activities for the next academic year, including lesson observation and feedback at the prospective host school and discussion with prospective subject mentor.
- Attends the Professional Issues meetings to deal with any problems.

FEBRUARY

TRAINEE

- Up to half term continue with teaching classes at host school as before and also finish preparations for 2nd placement.
- Before half term, go onto 2nd placement, observing classes for 5 days and then taking over classes as appropriate.
- Follow the same routine as experienced during the first half term, be it in a condensed form, e.g. gather school documentation; shadow a pupil; observe teachers within own Faculty and other Faculties within the school; identify examples of good practice.
- Work with new tutor group on PSHE, in a different Key Stage from that experienced in the host school.
- Attend Professional Issues sessions.

SCHOOL MENTORS

- Continue with support and teacher training as before.
- Prepare for 2nd placement trainee in much the same way as experienced in the first half term.
- **If possible, undertake joint observation of second placement trainee in host school.**
- Attend SM training/handover meeting.
- In conjunction with the trainee complete the targets for Second Placement.
- Before half term welcome 2nd placement trainee and work in the same manner as during the first half term, giving help and support.
- Complete Interim Mentor Questionnaire for QA purposes.

PROGRAMME CO-ORDINATOR

- Complete 3rd half term formal lesson observation, write up and feedback.
- Prepare and advise trainees on 2nd Placement.
- Attend the second termly meeting of the NW Regional Group.
- Organise SM training/handover meeting.

MARCH

TRAINEE

- Complete second placement. Take advantage of any differences between the two training schools e.g. supporting EAL, working with Year 12, working with different SEN departments, experiencing different GCSE examination boards etc.
- Attend Parents' meetings.
- Get involved with GCSE assessment moderation.
- Participate in activities offered in 2nd Placement school.
- Attend Professional Issues sessions on: Assessment for Learning; Phonics.

SCHOOL MENTORS

- Support the 2nd placement trainee, following the same procedures as in the first term i.e. building up to 50% (no more than 90% of NQT timetable) timetable by Easter.
- VISIT HOST TRAINEE FOR JOINT OBSERVATION IN SECOND PLACEMENT SCHOOL (MANDATORY).
- Weekly formal lesson observations and written feedback with subject mentor.
- Undertake one subject specific observation with written feedback.
- Fortnightly meeting with Professional Mentor.

- Ensure that any experiences that the host school is unable to offer, are taken up during the 2nd placement, if possible, e.g. EAL experience, working with different learning assistants.
- Tutorials to include: 'Citizenship', British values', 'OFSTED and Performance Management'.
- Complete review of Second Placement with trainee.

PROGRAMME CO-ORDINATOR

- Towards the end of March begin to complete half-termly lesson observations and feedback.
- Send contracts for the next academic year's trainees to their host schools.

APRIL TRAINEE

- Ensure that all marking is completed.
- Ensure that a homework record is given to the subject mentor at the end of the 2nd placement.
- Check that all the half-termly targets set for the 2nd placement have been met.
- Attend Professional Issues sessions on 'From Marking to Feedback', 'Outstanding Lessons and 'The Creative Curriculum', IWB.
- Complete second term questionnaire for QA purposes.

SCHOOL MENTORS

- Check the trainee's Attainment Grades.
- Set targets to be met back at the host school.
- Tutorial to include: 'Investigating how pupils learn', 'ICT in the classroom'.

MAY TRAINEE

- Continue to teach, back at host school, on 50% timetable (no more than 90% of NQT timetable).
- Continue to work with tutor group fulfilling form tutor duties.
- Continue to observe experienced teachers one lesson per week.
- Be involved in the assessment and moderation of controlled assessment.
- Write KS3 and/or KS4 reports on pupils' progress if required.
- Take part in Parents' Evenings, if appropriate.
- Continue to record minutes of meeting with school mentors.
- Complete Subject Knowledge for Teaching.
- Address any remaining gaps in subject knowledge.
- Complete all outstanding documentation.
- Final check of Attainment Grading document (TTSAD).
- Complete final assignment.
- Prepare a 'piece' to perform at the Annual Conference.
- Prepare for the enrichment phase.
- Prepare to compile evidence for the Transition to NQT.
- Attend Professional Issues sessions on: 'The Enrichment Phase' , Using Data, Outstanding Teaching, etc
- Update opportunities log.
- Attend Final Assessment Review with Programme Co-ordinator

SCHOOL MENTOR

- Engage in final weekly or fortnightly tutorials with trainee.
- Continue to formally observe lessons and provide written feedback.
- Work with trainee in final completion of Subject Knowledge for Teaching.
- Work with trainee to address any gaps in subject knowledge.
- Help trainee to complete final documentation.
- Final update of Attainment Grading document with the trainee (TTSAD).
- Discuss enrichment phase with the trainee.

PROGRAMME CO-ORDINATOR

- Complete lesson observation and give written and oral feedback to all trainees.
- Complete review and set targets for enrichment phase.
- Provide written first-post references when called upon to provide them for trainees.
- Collect in and mark the. Curriculum Design Assignment.
- Lead Professional Issues sessions on 'Career Entry and Development Profile' and 'Preparing Trainees to play their parts in the Annual Conference'.

JUNE

TRAINEE

- Work on the planned Enrichment Programme to benefit both the trainee and the host school.
- Take part in any out-of-school learning experiences.
- Complete Transition documents.
- Take part in the Annual Conference, counselling the next year's trainees and their subject and professional mentors.
- Complete third term questionnaire for Q.A. purposes.

SCHOOL MENTORS

- Oversee the trainee's Enrichment Programme.
- Help the trainee with the completion of the CEDP.
- If involved with trainees in the next academic year, attend the Annual Conference and be a point of reference for new or inexperienced school mentors.
- Accommodate visit of External Moderator if required.
- Complete School Mentor questionnaire for Q.A. purposes.

PROGRAMME CO-ORDINATOR

- Work with each trainee in ensuring all standards for QTS have been met.
- When assessment is complete, send all relevant information to the NCTL for each trainee to achieve QTS.
- Provide information and details for the External Moderator who is moderating 2/3 chosen trainees for quality assurance purposes.
- Work with Professional Development Lead to review the past year's work.
- Organise and run the Matthew Moss ITT Partnership annual conference.

JULY

TRAINEE/SCHOOL MENTORS/PROJECT CO-ORDINATOR

- Address any unforeseen issues that may have arisen over the past months.
- Get ready for the next academic year.

MATTHEW MOSS ITT PARTNERSHIP

SCHOOL DIRECT TRAINING COURSE

PRIMARY PLACEMENT – SOME AREAS TO RESEARCH

During your primary placement you will be focusing your observations on issues directly related to the teaching of your own subject, if possible, at Key Stage 2. You will be increasing your knowledge and understanding of the National Curriculum core subjects and the, methods and expectations. You will look at how learning is organised and will have focussed discussion with the class teacher. You should also observe the teaching of phonics.

There are a number of areas that you could investigate, which are included on this sheet. Your conclusions will be used to good effect in one of the Professional Issues INSET sessions, dealing with best examples of primary practice. Your thoughts should be presented in your weekly log under 3 headings: 'general classroom observations', 'lesson observations' and 'phonics'.

GENERAL CLASSROOM OBSERVATIONS

CLASSROOM ORGANISATION

- Look for classroom procedures that have been put in place to minimise time loss and maximise learning time e.g. how to avoid queuing; getting help in class; knowing which task to tackle next, etc.

RESOURCES

- Compile a glossary of all resources available during your subject's lessons or in one of the core subject lessons, including books; equipment; posters; display work etc.
- Identify any extra classroom support available to the class teacher and comment on the effectiveness of its use.

ICT

- Identify any computer software that you see being used to support your subject or one of the core subjects. Comment on its use and suitability.
- Observe and comment on pupils' use of the software available, involving the pupils in your deliberations.

CLASSROOM DISPLAY

- Look carefully at the classroom's display and how it relates to your own subject or to one of the core subjects. Who produced the display? What are the possibilities for display on walls, windows, flat surfaces, ceiling? What type of display is on show, two and/or three dimensional, static or mobile? Do the displays invite pupil participation; do they include examples of every pupil's work?

LESSON OBSERVATIONS

DIRECT TEACHING

Keep a diary of:-

- The class teacher telling pupils facts or knowledge.
- Explaining how to approach a piece of work.
- Demonstrating a particular area of knowledge or learning a skill.
- Closed questioning e.g. "Tell me the answer to..."
- Open questioning e.g. "What could happen if..."
- Pupils learning in groups.
- Pupils learning for themselves.

PUPILS OF DIFFERING ABILITY

Identify how the class teacher copes with the varying abilities within the class during:-

- Whole-class oral and mental activities.
- Allocating and setting tasks.
- Written work/practical activities.

MONITORING PROGRESS

- Identify and describe activities that the teacher uses to assess and monitor pupil progress during lessons.
- How are these assessments used to inform and direct the pace of the lesson?
- How does the teacher feedback pupils' progress to instil confidence and consolidate learning?
- How do the pupils respond to feedback?
- How does the teacher record pupils' progress and attainment?

PUPIL SHADOWING

- Choose one pupil. Observe him/her throughout a lesson. Describe his/her activities during the lesson. Write down what the child is doing *exactly* at five minute intervals. Interview the pupil to ascertain what she/he has learnt in that lesson.

SOME OF THE QUESTIONS TO ASK

- Does the area in which the school is situated influence pupil behaviour? Does it influence the curriculum?
- What opportunities exist for sport?
- What part do music, drama and art play in the life of the school?
- What changes have resulted from the New Primary Curriculum?
- What sort of role do parents play in the life of the school?
- What is the school's policy for developing more able pupils or with pupils with SEN?
- Does the school have a behaviour policy, for dealing with disruptive pupils?
- What is the school's policy on transition to secondary school?
- What part, if any, do secondary schools play in the transition process?
- Is there competition between secondary schools to attract pupils and how does this influence the transition process?
- Do pupils get an opportunity to visit local secondary schools prior to attending?
- Is there an exchange of staff between the two sectors?

- Do pupils worry about transition, if so what do they worry about?

Every Primary Placement is different from another. You may find other pertinent areas to investigate. At the end of the placement you should have a record of notes showing your thorough awareness of the expectations, typical curricula and teaching arrangements to be found at KS2.

During the enrichment phase of your School Direct training you may wish to revisit your Primary Placement and/or be involved in strategies which your schools adopt to enable pupils to ease the transfer between the Key Stages.

POST-16 PLACEMENT / OBSERVATION

Your Post-16 observation would normally occur during the second term of the Programme, the minimum requirement being 2 days spent in either a school Sixth-form or in a Post-16 college. **Concentrate on observations in your subject area.** If you are hosted by an 11-18 school for your first or second placement, try to negotiate both observation and teaching.

The guidance below acts as a supplement to the Professional Issues sessions on Post-16 Education and should act as a prompt, not a prescription. Use the prompts as a basis for notes but explore additional issues or your own interests as well.

Pre-visit: Research your placement via the internet; look at intake numbers, types of courses offered and results. Familiarise yourself with post-16 education terminology. Look at syllabuses in your own subject area.

Visit: General Observations

- Transition issues; what provision is made to induct students into Post-16?
- Pastoral issues; are students organised into tutor groups, similar to school provision? If not, are there arrangements in place to ensure their welfare and oversee their progress? Is there a curriculum similar to schools' PSHE and Citizenship?
- Accommodation issues; are classrooms similar to those in schools? Is there use of displays of (e.g.) students' work? What Library and ICT provision is available for students' use?
- What extra-curricular provision exists?

Subject-specific Observations

- Consider the curriculum range in your subject area; look at the full range of 14-19 provision.
- Read syllabuses for your subject; which are chosen and why?
- Consider teaching and learning styles, including differentiation issues; discuss this area with teachers if possible -
 - How are pupils grouped? Does pair / group / independent work as well as whole-class teaching occur? If one style is dominant, explore why.
 - How much discussion and talk occurs? How much writing? What expectations are there in terms of preparation / homework / independent research by pupils?
- Assessment issues: what principles and practices of assessment can you observe? (concentrate on formative and summative aspects)
- What resources are used in lessons, especially ICT

Post-visit

Bring your findings and any issues and queries you have for discussion during Professional Issues sessions.

SECOND PLACEMENT

The opportunity to teach within a contrasting school context is a required part of the MMHS School Direct Training Programme so that trainees gain an understanding of how different schools operate.

Requirements for hosting a trainee on second placement are similar to those for the host school. Please refer to the Generic Training Plan and 'A Day in the Life' in the Training Manual for descriptions of second placement.

As a simple checklist, the points below offer a summary:

Trainees will

- spend 1 week in the second placement school during the previous half term
- spend up to 5 days observing new teaching groups in the second school during that week
- begin teaching classes as appropriate and at the discretion of Professional and Subject mentors, in negotiation with the trainee
- cover KSs 3 & 4 in their teaching; if available, observation and some teaching at KS5 would be desirable
- observe the lesson of experienced teachers, at least one per week.
- have between 50% and 60% of the normal teaching timetable (no more than 90% of an NQT timetable), including mentor meetings and PSHCE.
- act as a form tutor, supervised by an experienced tutor
- have protected time to accommodate planning and preparation, both for teaching and for tutorials, for reading and researching assignments and for reflection on and evaluation of their own and others' teaching
- attend tutorials with mentors, weekly with Subject Mentor, fortnightly with Professional Mentor, following Training Plan activities (including at least one specifically focused on SKfT).
- continue to attend Professional Issues sessions at MMHS
- have lessons formally observed weekly by SM, once by PM, providing oral and written feedback.
- Have a lesson observed jointly by host/second placement mentor with oral and written feedback.
- be observed teaching by the Project Co-ordinator who will provide feedback, check Files, and also meet mentors for discussions of trainees' progress
- receive a Review, indicating progress against the Teachers' Standards for QTS

THE ENRICHMENT PHASE

This is the final phase of the Programme. It takes place during the second half of the summer term, providing trainees with an opportunity to complete the Programme in a way which extends their professional understanding and development. It could, for example, allow a trainee who has had limited experience of GCSE to explore and consider various syllabuses or trainees may work as pairs in devising, resourcing and trialling a new scheme of work in a specific subject area. A number of trainees in the past have gained opportunities during this phase, to observe in special schools and/or in PRUs. It is expected that the host school will benefit, directly or indirectly, from the trainees' Enrichment experience.

Where there may be a gap in successful completion of the Teachers' Standards, opportunities could be available to complete the experience in a different school.

When a proposal is formulated, following discussions with mentors in school and the Project Co-ordinator, the pro-forma overleaf is completed. The proposal findings could be included in the NQT file, forming a starting point for the following year's NQT Standards.

Aims of the Enrichment Phase

- to explore an aspect of education more fully than is normally possible during training
- to extend trainees' professional development
- to provide additional experience to ensure comprehensive evidence of all the Teachers' Standards for QTS
- to benefit the school where the trainee/s undertake Enrichment
- to encourage imagination and creativity

ENRICHMENT PHASE PROPOSAL

TRAINEE:

SCHOOL:

| |
|---------------------------------------|
| LOCATION OF PROJECT |
| DATES |
| MENTORS INVOLVED |
| TRAINEE/S |
| TITLE |
| AREA OF INVESTIGATION/PROJECT AIMS |
| METHODS |
| OUTCOMES/DISSEMINATION IF PRACTICABLE |

SIGNATURE OF TRAINEE/S _____

SIGNATURE OF MENTOR/S _____

Professional Issues Programme

TO BE UPDATED

ASSIGNMENTS

There are three Assignments to be completed during the year. Each will contribute to completion of the Teachers' Standards for QTS. The Assignments should be word processed, written in Standard English with referenced web-sites / book list at the end.

| Title | Length | Data Collection | Submission |
|--|---------------|--------------------------------------|-------------------------------------|
| Effective Teaching and Learning | c2000 | Autumn term - first half | End of October half term |
| Equality and Diversity | c2500 | Autumn term - second half | December/January |
| Curriculum Design and Assessment for Learning | c3000 | Spring term | to be negotiated |

IN ALL ASSIGNMENTS PLEASE ENSURE THAT PUPILS' DETAILS ARE ANONYMISED

1. Effective Teaching and Learning

This Assignment is designed to demonstrate ability to

- analyse and reflect on observations made during induction into the host school
- relate analyses to appropriate reading and research
- set targets for your own professional development

Observations of teachers in a range of curriculum areas will form part of the induction programme. What to look for during these lessons and the factors which contribute to effective teaching and learning will be the topic of Professional Issues sessions at the start of the training. Recommendations for reading will also be discussed during these sessions. As a result of the discussion and analysis, a few achievable targets should be set for the first phase of teaching.

Success criteria

The Assignment should provide evidence of

- data collection by observing a range of lessons
- analysis and reflection on observations in order to consider what characterises effective teaching and learning
- use of reading and research to provide a framework for discussion
- setting achievable targets for professional development

Standards referenced

S1, S7, S8

2. Equality and Diversity in Schools

This Assignment requires observations of other teachers, your own teaching experiences, understanding of school policies and reading and research to explore how schools make provision for the diverse backgrounds and needs of their pupils. Your exploration should focus on a **case study** of one pupil who may have a statement of Special Educational Needs or be identified as needing some form of additional support in their learning.

The Assignment is designed to demonstrate ability to

- understand the policies which promote equality in schools
- observe, analyse and reflect on teaching practices which take diverse needs into account; you may concentrate on teaching in your own subject and your own teaching experience
- use reading and research to provide a framework for your case study of a pupil
- relate findings to your own professional development

The Assignment should be divided into sections:

1. A brief description and analysis of relevant policies.
2. Observations of other teachers', and your own, teaching to take diverse needs into account.
3. The case study forms the main section and will concentrate on one pupil's needs and how you and / or other teachers attempt to meet these. **Remember - no real names**
4. How your understanding of providing for diversity has developed; how you may extend this in future.

Diversity will be a focus throughout Professional Issues sessions when additional reading and references will be provided.

Success criteria

The assignment should provide evidence of

- research and consideration of policies for promoting equality
- observation, analysis and reflection on your own and others' teaching practices in relation to diversity
- understanding of theoretical and research frameworks to present a short case study
- critical evaluation of your own professional development

Standards referenced

S1, S2, S5, S8

3. Curriculum Design and Assessment for Learning

This Assignment provides an opportunity to research your own practice by

- exploring an area of curriculum development in your subject using relevant reading and research
- devising a scheme of work and a series of lessons for a chosen class
- planning and using monitoring and assessment techniques to evaluate the pupils' learning
- reflecting on the overall success of the design in the context of your professional development

Procedure

With your mentor, identify a topic or innovative aspect of your subject and a suitable class with which to work on the curriculum design. Reading and recent relevant research will be important to provide a firm theoretical framework for the design.

Plan the scheme of work, including the usual provisions for diversity and opportunities for monitoring and assessment.

Teach the lessons, evaluating their success (or not!) in terms of both pupil progress and your professional development.

Think critically about how the results could inform future planning.

Write an account of the experience, explaining the rationale for your choice of topic with reference to reading and research. Include planning, evaluations, assessment records, examples of pupils' work etc. as appendices (if they are referred to in the body of your text.)

Success criteria

The Assignment should provide evidence of

- ability to place the account within theoretical and research findings in the chosen curriculum area
- sound subject knowledge, informed by reading
- ability to design, plan, implement and evaluate a suitable scheme of work
- monitoring and recording of pupils' progress- **remember no full names**
- critical reflection on implications for future planning

Standards referenced

S2, S3, S4, S6, S7, S8

SCHOOL DIRECT SCHEME ASSIGNMENT FEEDBACK

Name of Trainee Teacher _____ School _____

Title _____ Date _____

Guidance for Future Assignments

Signed: _____

Assessor

Trainee

Date: _____

| Record of work being reviewed | Standards |
|-------------------------------|-----------|
| | S1 |
| | 1a |
| | 1b |
| | 1c |
| | S2 |
| | 2a |
| | 2b |
| | 2c |
| | 2d |
| | 2e |
| | S3 |
| | 3a |
| | 3b |
| | 3c |
| | S4 |
| | 4a |
| | 4b |
| | 4c |
| | 4d |
| | 4e |
| | S5 |
| | 5a |
| | 5b |
| | 5c |
| | 5d |
| | S6 |
| | 6a |
| | 6b |
| | 6c |
| | 6d |
| | S7 |
| | 7a |
| | 7b |
| | 7c |
| | 7d |
| | S8 |
| | 8a |
| | 8b |
| | 8c |
| | 8d |
| | 8e |
| | |

BOOKLIST

Some initial suggestions for reading to support your work in school, to complement Professional Issues sessions, to provide essential preparation for written assignments and to underpin your professional reflections with theory. Your weekly log can certainly refer to your reading.

The titles listed are offered as effectively relating theory and practice. They represent a small fraction of texts and research available. The MMITTP also has a small library of books which can be borrowed by the trainees. Please take only two books at a time and return after two weeks, so that others have the benefit.

It is expected that every trainee will spend at least the equivalent of one period per week reading pedagogical texts: preferably a mixture of subject-specific and other professional development.

There is a small number of iPads, iPad minis and laptops which may also be booked out to assist you.



One of the best ways of keeping up-to-date with subject developments is to join the subject association(s) related to your own curriculum area - Standard 3b. Here is a selection. If you come across others, please add to the list, posted in the Google Drive.

Computing: www.computingschool.org.uk/

English: www.nate.org.uk/

Maths: www.ncetm.org.uk/

Design & Technology Association: www.data.org.uk

www.teachdesign.org.uk

Science: The Association for Science Education: www.ase.org.uk/

The Institute of Physics: www.iop.org/

Royal Society of Chemistry: www.rsc.org/

(Read New Scientist)

MFL: The Association for Language Learning: www.all-languages.org.uk

RE: www.NATRE.org.uk and www.retoday.org.uk/

History: www.history.org.uk/ and www.britac.ac.uk/links/uksahss.asp?Letter=B

www.royalhistoricalsociety.org/

Geography: www.geography.org.uk/ and www.rgs.org/HomePage.htm

PE: www.afpe.org.uk/ - it is particularly important to join this as it offers excellent insurance cover and Health and Safety advice to members.

SEND: www.nasen.org.uk/

Other useful websites - National Autistic Society: www.autism.org.uk/

British Dyslexia Association: www.bdadyslexia.org.uk/

National Association for English as an Additional Language: www.naldic.org.uk/

| Title | Author | Numbers of copies | Format |
|---|--|-------------------|---------|
| 100 ideas for secondary teachers - outstanding lessons | Ross Morrison McGill | 1 | Book |
| 100+ Ideas for teaching thinking skills | Stephen Bowkett | 1 | Book |
| 50 activities for teaching: emotional intelligence | Dianne Schilling | 1 | Book |
| A course in language teaching: practice and theory | Penny Ur | 1 | Book |
| A guide to teaching practice (fourth edition) | Louis Cohen, Lawrence Manion and Kieth Morrison | 2 | Book |
| A teachers guide to classroom research (third edition) | David Hopkins | 1 | Book |
| Ability Groupings in Education | Judith Ireson Susan Hallam | 1 | Book |
| Accelerated Learning: A User's Guide | Alastair Smith, Derek Wise, Mark Lovatt | 1 | Book |
| Assessment 2nd Edition | Sonia Jones and Howard Tanner | 1 | Book |
| Assessment for Learning and Teaching | Martin Fautley and Jonathan Savage | 1 | Book |
| Assessment for Learning: Beyond the Black Box | Assessment Redform Group | 1 | Book |
| Assessment for Learning: Putting it into Practice | Paul Black, Christine Harrison et al. | 2 | Book |
| Assessment for Learning: why, what and how | Dylan Wiliam | 2 | Book |
| Autism: a very short introduction | Uta Frith | 1 | Book |
| Becoming a skilled reader | Jane Oakhill Alan Garnham | 1 | Book |
| Behaviour can change | E.V.S. Westmacott and R.J. Cameron | 1 | Book |
| Best behaviour | Peter Relf, Rod Hirst, Jan Richardson and Georgina Youdell | 1 | Book |
| Bilingualism (second edition) | Suzanne Romaine | 1 | Book |
| Brilliant Secondary school teacher | David Torn and Peter Bennett | 2 | Book |
| Building Learning power | Guy Claxton | 1 | Book |
| Building learning power in action | Sarah Gornall, Maryl Chambers and Guy Claxton | 4 | Book |
| Building Numeracy | Peter Lacey | 1 | Book |
| Challenging homophobic language | Stonewell education guides | 1 | Book |
| Challenging Learning | James Nottingham | 1 | Book |
| Changing perspectives on gender | Helen Burchell and Val Millman | 1 | Book |
| Classroom management | Philip Waterhouse and Chris Dickinson | 1 | Book |
| Classroom responses to disruptive behaviour | James Gray and John Richter | 1 | Book |
| Classroom Starter & Plenaries | Kate Brown | 1 | Book |
| Cooperative learning in the classroom | Wendy Jolliffe | 1 | Book |
| Cracking the challenging class | Bill Rogers | 1 | DVD ROM |
| Creating an accelerated learning school | Derek Wise and Mark Lovatt | 7 | Book |
| Creating conditions for learning - Unit 19: Learning styles | Department for education and skills | 1 | Book |
| Creating tomorrow's schools today | Richard Gerver | 1 | Book |
| Design and technology inside the black box | Judy Moreland, Alister Jones and David Barlex | 1 | Book |
| Doing Educational Research | Ed Geoffrey Walford | 1 | Book |
| Early reading curriculum CPD Resource | Department for children, schools and families | 1 | DVD ROM |
| Effective learning activities | Chris Dickinson | 1 | Book |
| Effective learning in classrooms | Chris Watkins, Eileen Carnell and Caroline Lodge | 3 | Book |
| Effective teaching in schools (third edition) | Chris Kyriacou | 1 | Book |
| Embedded formative Assessment | Dylan Wiliam | 1 | Book |
| Emotional Intelligence: pocketbook | Margaret Chapman | 1 | Book |
| English as an additional language | Liz Haslam, Yvonne Wilkin and Edith Kellet | 1 | Book |
| English Grammar in use (2nd Edition) | Raymond Murphy | 1 | Book |
| English inside the black box | Bethan Marshall and Dylan Wiliam | 1 | Book |
| English teaching in the secondary school (third edition) | Mike Fleming and David Stevens | 1 | Book |
| Equity and Inclusion in Physical education and Sport | Ed Sid Hayes and Geoffrey Stidder | 1 | Book |

| Title | Author | Numbers of copies | Format |
|---|---|-------------------|---------------|
| Essential motivation in the classroom | Ian Gilbert | 1 | Book |
| Essential teaching skills | Chris Kyriacou | 1 | Book |
| Essential teaching skills (second edition) | Chris Kyriacou | 1 | Book |
| Essential teaching skills (third edition) | Chris Kyriacou | 2 | Book |
| Every child matters | Rita Cheminaiis | 1 | Book |
| Evidence-based teaching: A practical approach | Geoff Petty | 1 | Book |
| Feedback and marking | Robert Powell | 1 | Book |
| Forging Links: effective schools and effective departments | Pam Sammons, Sally Thomas and Peter Mortimore | 1 | Book |
| Foundations of Bilingual Education and Bilingualism | Colin Baker | 1 | Book |
| Gender in the Secondary Classroom | Ed Ann Clark and Elaine Millard | 1 | Book |
| Getting the Buggers to think | Sue Cowley | 1 | Book |
| Gifted and talented | Barry Hymer | 1 | Book |
| Hare Brain Tortoise Mind | Guy Claxton | 1 | Book |
| How texts teach what readers learn | Margaret Meek | 1 | Book |
| How to be a Brilliant English Teacher | Trevor Wright | 1 | Book |
| How to be an amazing teacher | Caroline Bentley-Davies | 1 | Book |
| How to Survive your First Year in Teaching (second edition) | Sue Cowley | 1 | Book |
| How to teach | Phil Beadle | 1 | Book |
| Identity and diversity | M. Blair and J. Holland | 1 | Book |
| Inclusive Education | Gary Thomas and Mark Vaughan | 1 | Book |
| Information and Communication Technology inside the black box | Mary Webb and Margaret Cox | 1 | Book |
| Initial teacher training | Stonewell education guides | 1 | Booklet |
| Inside the black box | Paul Black and Dylan William | 1 | Book |
| Kagan Co-operative Learning | Spencer Kagan | 2 | Book |
| Know IT all for trainee teachers | Childnet International | 1 | DVD ROM |
| Language education in the national curriculum | Christopher Brumfit | 1 | Book |
| Learning to learn in a second language | Pauline Gibbons | 2 | Book |
| Learning to learn in a second language | Pam Sammons, Sally Thomas and Peter Mortimore | 1 | Book |
| Learning to read | Margaret Meek | 1 | Book |
| Learning to teach English in the secondary school - A companion to school experience (second edition) | Jon Davison and Jane Dowson | 1 | Book |
| Learning to teach in the secondary school: A companion to school experience (fourth edition) | Susan Capel, Marilyn Leask and Tony Turner | 2 | Book |
| Learning to teach in the secondary school: A companion to school experience (third edition) | Susan Capel, Marilyn Leask and Tony Turner | 1 | Book |
| Learning to teach Modern Foreign Language in the secondary school (second edition) | Norbert Pachler and Kit Field | 1 | Book |
| Learning to teach Physics | Institute of Physics | 1 | Book |
| Learning: a sense makers guide | ATL - Chris Watkins | 1+2 | Book+Leaflets |
| Lessons are for learning | Mike Hughes | 1 | Book |
| Literacy and Social Inclusion | Eva Bearne and Jackie Marsh | 1 | Book |
| Making learning whole | David Perkins | 1 | Book |
| Making pupil data powerful: a guide for classroom teachers | Maggie Pringle and Tony Cobb | 1 | Book |
| Mathematics explained for Primary Teachers | Derek Haylock | 1 | Book |
| Mathematics inside the black box | Jeremy Hodgen and Dylan William | 2 | Book |
| Meeting SEN in the curriculum: Art | Kim Earl and Gill Curry | 1 | Book |
| Meeting SEN in the curriculum: Citizenship | Alan Combes | 1 | Book |
| Meeting SEN in the curriculum: Design and technology | Louise T. Davies | 1 | Book |
| Meeting SEN in the curriculum: English | Tim Hurst | 1 | Book |
| Meeting SEN in the curriculum: Geography | Diane Swift | 1 | Book |

| Title | Author | Numbers of copies | Format |
|---|---|-------------------|---------|
| Meeting SEN in the curriculum: History | Richard Harris and Ian Luff | 1 | Book |
| Meeting SEN in the curriculum: ICT | Mike North and Sally McKeown | 1 | Book |
| Meeting SEN in the curriculum: Maths | Brian Sharp | 1 | Book |
| Meeting SEN in the curriculum: Modern foreign Languages | Sally McKeown | 1 | Book |
| Meeting SEN in the curriculum: Music | Victoria Jaquiss and Diane Paterson | 1 | Book |
| Meeting SEN in the curriculum: PE/Sports | Crispin Andrews | 1 | Book |
| Meeting SEN in the curriculum: Religious Education | Dilwyn Hunt | 1 | Book |
| MFL inside the Black Box | Jane Jones and Dylan Wiliam | 1 | Book |
| Mindset | Carol Dweck | 1 | Book |
| Multiple Intelligences | Howard Gardner | 1 | Book |
| New Literacies- changing knowledge and classroom learning | Colin Lankshear and Michel Knoble | 1 | Book |
| Not Quite a Teacher | Tom Bennett | 1 | Book |
| Out of our Minds | Ken Robinson | 1 | Book |
| Outstanding Teaching, Learning and Assessment (the handbook) | Robert Powell | 1 | Book |
| Outstanding Teaching: Engaging learners | Andy Griffith and Mark Burns | 1 | Book |
| Overschooled but Undereducated | John Abbott | 1 | Book |
| Overschooled but Undereducated: How the crisis in education is jeopardizing our adolescents | John Abbott and Heather MacTaggart | 1 | Leaflet |
| Pedagogy and practice: teaching and learning in secondary schools (DVD 1 units 1-8) | Department of education and skills | 1 | DVD ROM |
| Pedagogy and practice: teaching and learning in secondary schools (DVD 2 units 9-20) | Department of education and skills | 1 | DVD ROM |
| Pedagogy and practice: teaching and learning in secondary schools(Unit 15: Using ICT to enhance learning) | Department for education and skills | 2 | Book |
| Pedagogy and practice: teaching and learning in secondary schools(Unit 16: Leading in learning) | Department for education and skills | 2 | Book |
| Perfect assessment for learning | Claire Gadsby | 2 | Book |
| Personalised learning | Mark Webster | 1 | Book |
| Personalised learning in the classroom: the handbook | Robert Powell | 1 | Book |
| Personalizing learning: transforming education for every child | John West-Burnham and Max Coates | 2 | Book |
| Pimp your Lesson | Isabella Wallace and Leah Kirkman | 1 | Book |
| Practice Perfect | Doug Lemov | 1 | Book |
| Preparing to teach in secondary schools (second edition) | Val Brooks, Ian Abbott and Prue Huddleston | 1 | Book |
| Preparing to teach in secondary schools (third edition) | Val Brooks, Ian Abbott and Prue Huddleston | 1 | Book |
| Primary and secondary Inclusion Development programme: teaching and supporting pupils with dyslexia | Department of Education | 2 | DVD ROM |
| Primary and secondary Inclusion Development programme: teaching and supporting pupils with SLCN | Department of Education | 5 | DVD ROM |
| Psychology in Education | Anita Woolfolk, Malcolm Hughes and Vivienne Walkup | 1 | Book |
| Putting Assessment for Learning into Practice | David Spendlove | 1 | Book |
| Quality Circle time in the secondary school | Jenny Mosley and Marilyn Tew | 1 | Book |
| Questioning in the secondary school | E.C. Wragg and G. Brown | 1 | Book |
| Reading for reflective teaching | Andrew Pollard | 1 | Book |
| Reflective Teaching | Andrew Pollard | 1 | Book |
| School Governors: A guide to law | The department of Education and Science | 1 | Book |
| Science inside the black box | Paul Black and Christine Harrison | 1 | Book |
| Secondary English and Literacy | Avril Haworth, Christopher Turner and Margaret Whiteley | 2 | Book |
| Smart and Smarter | James E. Gardner | 1 | Book |
| Special needs in Mainstream schools | James Gray and John Richter | 1 | Book |
| Super teaching | Eric Jensen | 1 | Book |
| Supporting Physics teaching (11-14) | Institute of Physics | 1 | DVD ROM |
| Supporting special educational needs in secondary school classrooms (second edition) | Jane Lovey | 1 | Book |
| Teach like a Champion | Doug Lemov | 1 | Book |

| Title | Author | Numbers of copies | Format |
|---|--|-------------------|---------|
| Teach Physics: The engineer's assembly kit | Institute of Physics | 6 | Book |
| Teaching and Learning for new teachers in the secondary school: Interactive study materials | Department of education and skills | 1 | DVD ROM |
| Teaching and Learning in Diverse and inclusive classrooms | Gill Richards and Felicity Armstrong | 1 | Book |
| Teaching and learning in the secondary school | Bob Moon and Ann Shelton Mayes | 4 | Book |
| Teaching and learning secondary science | Jerry Wellington | 1 | Book |
| Teaching Games for Understanding | Linda Griffin & Joy Butler | 1 | Book |
| Teaching Learning and Assessment | John Blanchard | 1 | Book |
| Teaching practice handbook | Roger Gower, Diane Phillips and Steve Walters | 1 | Book |
| Teaching pupils how to learn - Research, practice and INSET resources | Bill Lucas, Toby Greany, Jill Rodd and Ray Wicks | 1 | Book |
| Teaching today: A practice guide (fourth edition) | Geoff Petty | 1 | Book |
| Teaching, learning and the curriculum in secondary schools | Bob Moon and Ann Shelton Mayes | 1 | Book |
| The Autism Inclusion (Tool kit) | Maggie Bowlen and Lynn Plimley | 1 | Book |
| The Behaviour Guru | Tom Bennett | 2 | Book |
| The Book of Plenaries | Phil Beadle | 1 | Book |
| The Effective Teaching of Physical Education | Mick Mawer | 1 | Book |
| The essential guide to teaching | Susan Davies | 1 | Book |
| The everyday Genius | Peter Kline | 1 | Book |
| The extra mile: How to succeed in raising aspirations in deprived communities | Department for children, schools and families | 1 | Book |
| The gifted child and adult | Frieda Painter | 1 | Book |
| The Grammar Dictionary | George Stern | 1 | Book |
| The Handbook of Autism | Maureen aarons and Tessa Gittens | 1 | Book |
| The Learner-centred curriculum | David Nunan | 1 | Book |
| The learning Revolution | Gordon Dryden and Dr. Jeannette Vos | 1 | Book |
| The little book of thunks | Ian Gilbert | 1 | Book |
| The new learning Revolution | Gordon Dryden and Dr. Jeannette Vos | 2 | Book |
| The NLP Toolkit | Roger Terry and Richard Churches | 1 | Book |
| The Perfect Ofsted English lesson | David Didau | 1 | Book |
| The perfect Ofsted lesson | Jackie Beere | 1 | Book |
| The philosophy files | Stephen Law | 1 | Book |
| The Secret of Literacy | David Didau | 4 | Book |
| The SEN Handbook for trainee Teachers, NQTs and Teaching assistants (Second edition) | Wendy Spooner | 1 | Book |
| The seven Ts of Practical Differentiation | Sue Cowley | 1 | Book |
| The seven Cs of positive behaviour management | Sue Cowley | 1 | Book |
| The talent code | Daniel Coyle | 1 | Book |
| The teacher's toolkit | Paul Ginnis | 1 | Book |
| The unfinished Revolution | John Abbott and Terry Ryan | 1 | Book |
| Troublesome Behaviour in the classroom: Meeting individual needs (second edition) | Mick McManus | 3 | Book |
| Use of Language in the Secondary Curriculum | Eve Bearne | 1 | Book |
| What makes a good school | Tim Brighouse | 1 | Book |
| What's the point of school? | Guy Claxton | 1 | Book |
| Who are the Gifted? Definition and Identification | Frieda Painter | 1 | Book |
| Wise up | Guy Claxton | 1 | Book |
| Working in the independent sector | The education union | 1 | Book |
| Working inside the black box | Paul Black, Christine Harrison, Clare Lee, Bethan Marshall and Dylan William | 1 | Book |
| | | | |

TRAINEES' FILES

The three Files described below will form the basis of evidence of progress towards meeting the Standards for Qualified Teacher Status. They should be kept as ring-binders so pages can be added or moved as required. They can also be kept electronically but should be available in hard copy for discussions with mentors, the Programme Co-ordinator and others who may need to refer to them.

There will be some unavoidable overlap between the Files but regular, systematic organisation should help maintain a clear record of professional development.

1. Teaching File (TF)

provides evidence of day to day planning. It contains:

- ❖ general school information eg school prospectus
- ❖ dividers between each class taught: for each class, the following information
 - ❖ pupil list
 - ❖ class data
 - ❖ scheme / unit of work
 - ❖ lesson plans, dated, in chronological order
 - ❖ evaluation of each lesson

2. Professional Development File based on Critical Analysis and Reflection (PDF)

provides evidence of the activities undertaken to chart your professional development together with your critical analysis and reflections on your learning. It contains:

- ❖ The Generic Training Plan, annotated
- ❖ Subject Knowledge for Teaching, although this may be held electronically.
- ❖ Summary of contact.
- ❖ Lesson observation records
- ❖ Record of initial targets.
- ❖ Records of tutorials / reviews / reports
- ❖ A log of observations of experienced teachers
- ❖ A diary of weekly evaluations of progress – from all sources(weekly log)
- ❖ A log of subject-specific reading
- ❖ A log of general professional reading and learning
- ❖ Formal written assignments and feedback
- ❖ Absence record
- ❖ Opportunities/Impact log

3. Professional Issues File (PIF)

It contains

- ❖ Preparation for, handouts and notes from Professional Issues sessions
- ❖ handouts and notes from School-based training sessions

MATTHEW MOSS ITT PARTNERSHIP

NAME _____

SCHOOL _____

* Please mark classes normally taught by your SUBJECT MENTOR *

| | | | | | | |
|-----------------------------------|--|--|--|--|----------------------------|--|
| LESSON TIMES | | | | | | |
| MONDAY | | | | | | |
| ROOM NUMBER/ *SM CLASS | | | | | | |
| TUESDAY | | | | | | |
| ROOM NUMBER/ *SM CLASS | | | | | | |
| WEDNESDAY | | | | | | |
| ROOM NUMBER/ *SM CLASS | | | | | | |
| THURSDAY | | | | | Matthew Moss 1-30pm-4.30pm | |
| ROOM NUMBER/ *SM CLASS | | | | | | |
| FRIDAY | | | | | | |
| ROOM NUMBER/ *SM CLASS | | | | | | |

FOR A 2 WEEK TIMETABLE, PLEASE USE AN EXTRA SHEET, CLEARLY MARKING THE DATES OF THE DIFFERENT WEEKS

SUBJECT LESSON PLAN

| | | | |
|---------------------|--------------------|--------------------------------------|------|
| Date: Period: | Class: Ability: | Lesson Topic/s/Link to NC: : : | |
| Time: | M : F: | | |
| Learning Objectives | | Assessment Opportunities | |
| Learning Outcomes | | | |
| Resources | | | |
| Lesson Title | | | |
| Teacher's Activity | | Pupils' Activity | |
| Starter | | | Time |
| Main Activity | | | |
| Plenary | | | |
| Differentiation | | | |
| Homework | Literacy/Key Words | | |
| | Numeracy | | |
| | | | |

LESSON EVALUATION: Class..... Date

Ref to
Standards

Review of Learning: 'Have all pupils learned what I intended?' Refer to Learning Objectives in your Lesson Plan

Review of Teaching: 'Were chosen teaching styles/activities/phases/resources effective? What changes would I make another time?'

Targets for next lesson and how to achieve them:

LESSON EVALUATION CHECK LIST

PLANNING AND PREPARATION

- Did you keep to your lesson plan? If not, what caused you to alter your plan?
- Did you have all the resources that you needed, i.e. books, equipment etc?
- Did you organise the distribution of resources in an appropriate way?
- Were your instructions to the class clear and understood by all?
- Were your materials clearly understood and unambiguous?
- Did you have ample materials to service the whole lesson for all pupils?
- How often did you need to call the class to attention?
- Did you resist any inappropriate side-tracking?
- Did your planning ensure that all the pupils were engaged in the lesson for the vast majority of the time?
- Did your planning facilitate independence and responsibility?
- Did you plan to cater for all of the pupils' varying needs?
- Were the planned activities challenging, interesting and fun?
- Did your planning enable you to deal with all the questions that the pupils asked?

QUESTIONING

- Who talks most in your lessons, you or the pupils?
- How do you respond to a correct answer? How do you respond to an incorrect response?
- When you get a correct response, how can you tell that EVERYONE understands?
- Do pupils explain their answers?
- Are you able to give helpful prompts without giving away the answer?
- Do you differentiate/direct your questioning?
- Do you give pupils the time to think about their answers?
- Do you ask questions to which you do not know the answer?

CLASSROOM MANAGEMENT

- Do you look and feel confident and assertive in the classroom?
- When you ask for pupils' attention, do you really receive and keep it until you let it go?
- Do you use eye contact assertively?
- Do you move confidently around the room?
- Do you realise that you do not always have to teach from the front of the room?
- Is your voice projected well and interesting to listen to?
- Do you wait for ALL pupils to pay attention and then wait for a few more seconds before moving on?
- Does each member of the class understand that you are communicating with them?
- Do your pupils feel that you value them?
- Are you able to use the pupils' knowledge and experiences in your teaching?
- How do you use instructions, to ensure that each member of the class is sure of how to proceed?
- Would you like to be taught by you?



TUTORIAL REVIEW RECORD (notes taken by trainee)

| Date | Reviewer | Subject Mentor Professional Mentor Programme Coordinator Other |
|------|----------|---|
|------|----------|---|

OUTCOME OF PREVIOUS REVIEW(S): Refer explicitly to targets set

DISCUSSION

TARGETS FOR NEXT REVIEW

SUBJECT KNOWLEDGE TUTORIAL REVIEW RECORD (notes taken by trainee)

| Date | Reviewer | Subject Mentor Professional Mentor Programme Coordinator Other |
|------|----------|---|
|------|----------|---|

OUTCOME OF PREVIOUS SK REVIEW(S): Refer explicitly to targets set

DISCUSSION

TARGETS FOR NEXT REVIEW

Observations of Experienced Teachers

As part of your course you will learn much from observing experienced teachers – some good, some less so on occasions. At the beginning you may make your observations relatively general but as the course progresses, you should focus your observations to highlight the areas identified in your targets: BfL, SEND provision, more able learners or maybe AfL (examples). Keep a log of your observations using this pro-forma, highlighting 5 key points of learning from the lesson.

Please ensure that you contact the relevant teacher in advance to make your request and that your behaviour in the lesson is not distracting in any way.

| Date | Initials of teacher and subject | Details of class | Focus | Key points of Learning |
|------|---------------------------------|------------------|-------|---|
| | | | | <ul style="list-style-type: none">••••• |
| | | | | <ul style="list-style-type: none">••••• |
| | | | | <ul style="list-style-type: none">••••• |
| | | | | <ul style="list-style-type: none">••••• |

| Date | Initials of teacher and subject | Details of class | Focus | Key points of Learning |
|------|---------------------------------|------------------|-------|---|
| | | | | <ul style="list-style-type: none">••••• |
| | | | | <ul style="list-style-type: none">••••• |
| | | | | <ul style="list-style-type: none">••••• |
| | | | | <ul style="list-style-type: none">••••• |
| | | | | <ul style="list-style-type: none">••••• |

Target setting and Review system

The whole of the School Direct Training Programme is based upon target setting, reviewing and recording when these targets have been met, to set further targets.

The system begins when trainees begin to set personal targets at the Summer Conference in the June prior to the beginning of the course. Trainees also use the SKfT document to identify relevant experiences, strengths and areas for development, and to set initial targets based on an assessment of specific needs.

On a weekly basis, during tutorials, developments are discussed and further targets are set. Every other week, at the Professional Mentor tutorial, progress is assessed in discussion and new targets are set, initially by the Mentor, then increasingly by the trainee.

At the beginning of the course, at an early tutorial, Mentors and Trainees should determine starting points against the Teachers' Standards and log these on the TTSAD. It is understood that for some Standards, Inadequate could be an appropriate grading.

In one meeting each month, the trainee and the Subject Mentor should address specific areas of focus from the SKfT document.

At the beginning of December, the first review point, the trainee and mentor should begin the process of identifying progress against the Teachers' Standards using the Trainee Teachers Standards Assessment Document (TTSAD). It is not expected that all trainees will have met all standards at a satisfactory level at this point. Following this, the trainee should begin to summarise progress on the Record of Review and School Experience Report, submitting it first to the SM and then to the PM and subsequently to the PC on the last Thursday before the Xmas break. The trainee, the PM and the SM should identify the major targets for the following term.

This process is repeated prior to the Second Placement, the second review point, producing only a brief summary of further progress and specific targets for the new placement. It is at this point that Subject Mentors and Professional Mentors should meet together to use the UCET and NASBTT document to complete a 'snapshot grading' - summative assessment, which will be standardised by the PC at the January Subject Mentor Training and Handover session.

At the end of the second placement, Mentors should revisit the trainee's grading document (TTSAD) and undergo the review process, commenting on all progress made.

The PC will make a final visit during May, to discuss a final grading with the Trainee's mentors using the UCET and NASBTT document. This will, of course, be subject to moderation by the External Moderator.

TTSAD - Assessment and Review points

Please award an overall grade (best fit) to your trainee for each standard at each review point. It is understood that at certain points, certain standards will not have been met. At the beginning of the course, a number of standards could quite rightly be graded 'inadequate'.

| Date and standard | Start of course | w/b 01/12/13 | w/b 26/01/15 | Wb 30/03/15 | Wb 18/05/15 | Standardised with PC |
|-------------------|-----------------|--------------|--------------|-------------|-------------|----------------------|
| S1 | | | | | | |
| S2 | | | | | | |
| S3 | | | | | | |
| S4 | | | | | | |
| S5 | | | | | | |
| S6 | | | | | | |
| S7 | | | | | | |
| S8 | | | | | | |

SCHOOL DIRECT INITIAL TARGETS RECORD

Name of Trainee: **Date:**

Following your interview/ acceptance of a place on the course/Conference, what targets did you set/ have set for you?

What have you done to meet these targets?

| Targets | Developments |
|---------|--------------|
| | |
| | |
| | |
| | |

PROGRAMME CO-ORDINATOR'S HALF TERMLY REPORT

| TEACHING FILES |
|----------------|
| |

| | |
|--------|--|
| First | |
| Second | |
| Third | |
| Fourth | |
| Fifth | |

| PROFESSIONAL ISSUES FILE |
|--------------------------|
| |

PROFESSIONAL DEVELOPMENT FILE

COMMENTS AND TARGETS

Signed _____

Trainee
Programme Co-ordinator
Date

LESSON OBSERVATION FEEDBACK

Name of Trainee Teacher _____ School _____

Subject _____ Date _____

Guidance for Future Development

Signed: _____

Assessor

Trainee

Date: _____

| Record of work being reviewed: chronological or standards focused. Please use Ofsted gradings once trainees have met standards. | Standards |
|--|-----------|
| | S1 |
| | 1a |
| | 1b |
| | 1c |
| | S2 |
| | 2a |
| | 2b |
| | 2c |
| | 2d |
| | 2e |
| | S3 |
| | 3a |
| | 3b |
| | 3c |
| | S4 |
| | 4a |
| | 4b |
| | 4c |
| | 4d |
| | 4e |
| | S5 |
| | 5a |
| | 5b |
| | 5c |
| | 5d |
| | S6 |
| | 6a |
| | 6b |
| | 6c |
| | 6d |
| | S7 |
| | 7a |
| | 7b |
| | 7c |
| | 7d |
| | S8 |
| | 8a |
| | 8b |
| | 8c |
| | 8d |
| | 8e |
| | |

SUBJECT KNOWLEDGE FOR TEACHING: LESSON OBSERVATION FORM

Name of Trainee Teacher _____ School _____

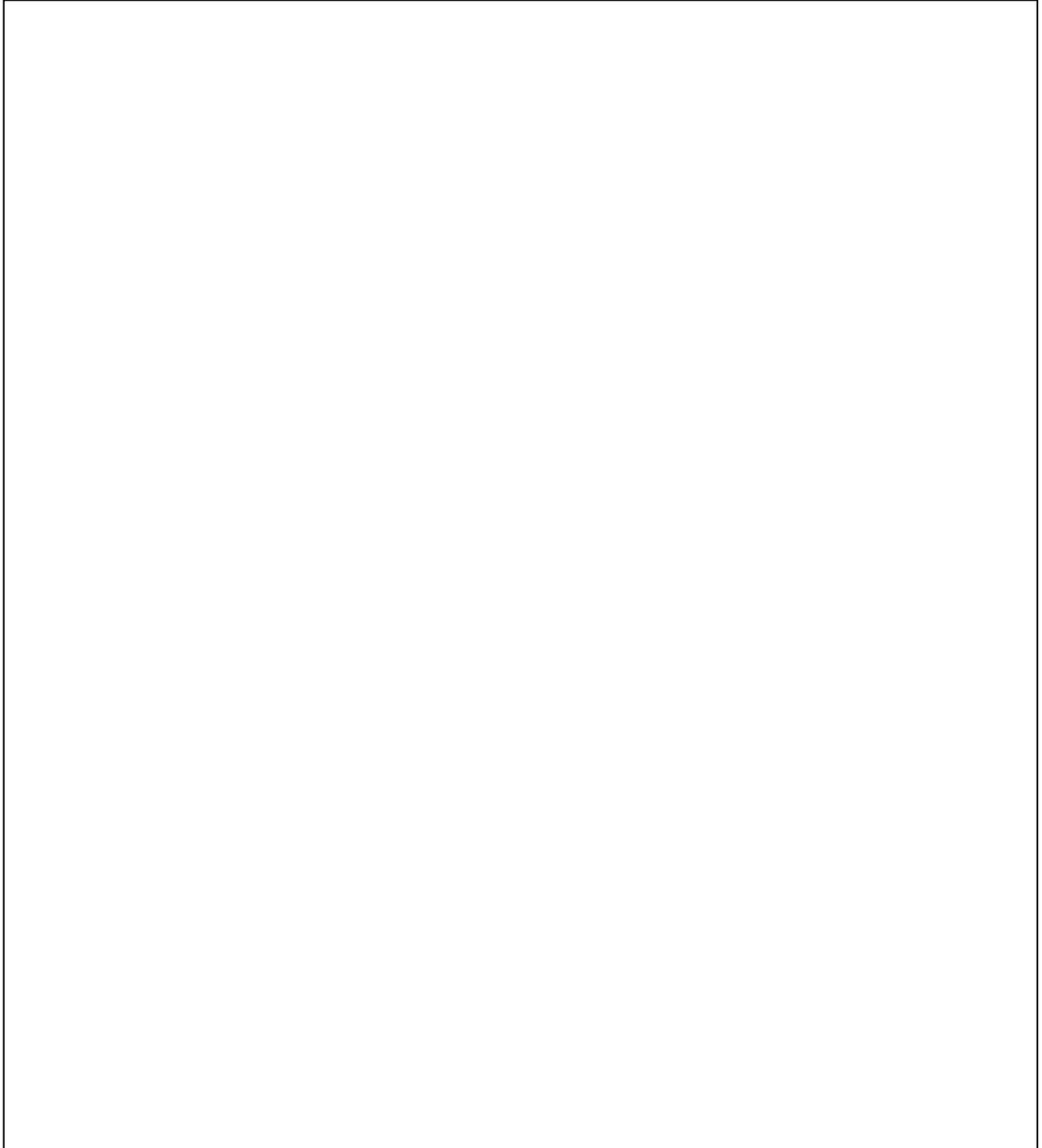
Subject _____ Date _____

Guidance for further development

Signed: _____ Observer _____ Date: _____
_____ Trainee teacher

Overleaf, please comment on the trainee teacher's abilities in the areas of Subject Knowledge for Teaching:

1. Subject Knowledge : key concepts/knowledge of NC or local curriculum/attitude to subject etc.
2. Pedagogy : planning/teaching strategies/resources, including ICT/assessment etc.
3. Pupils' development : progression and development/individual learning needs etc.





SCHOOL DIRECT TEACHER TRAINING PROGRAMME

RECORD OF REVIEW AND SCHOOL EXPERIENCE REPORT

| | |
|-----------------------------|--|
| FIRST TERM | |
| SECOND HALF TERM TARGETS | |
| SECOND PLACEMENT | |

Name: _____ School: _____

STANDARDS 1 - 3

Please comment on

- Expectations S1
- Progress and Outcomes S2
- Subject and curriculum knowledge S3

TRAINEE TEACHER

SUBJECT MENTOR

STANDARDS 4 - 6

Please comment on

- Planning and teaching S4
- Meeting individual needs S5
- Using assessment S6

TRAINEE TEACHER

SUBJECT MENTOR

STANDARDS 7 - 8

Please comment on

- Behaviour management S7
- Wider professional responsibilities S8

TRAINEE TEACHER

SUBJECT MENTOR

PERSONAL AND PROFESSIONAL CONDUCT

TRAINEE TEACHER

PROFESSIONAL MENTOR

COMMENTS ON OVERALL IMPACT OF TRAINEE ON LEARNERS, COLLEAGUES, SCHOOL:

MENTORS:

PROFESSIONAL MENTOR ANALYSIS OF PROGRESS. Please use 'Inadequate', 'RI', 'Good' and 'Outstanding' descriptors wherever appropriate.

SUBJECT KNOWLEDGE FOR TEACHING TARGETS

GENERAL PROFESSIONAL TARGETS

SIGNED

Trainee

Programme Co-ordinator

Date

Updated 17/06/14

Trainee Teachers' Standard Assessment Descriptors (TTSAD)

To be updated.

Implementing the revised Teacher's Standards in Initial Teacher Education

Support materials

UCET and NASBTT April 2012

- 1 Introduction**
- 2 Guidance on using the Teacher's Standards when assessing the outcomes of ITE**
- 3 QTS 2007 mapped against the revised Teacher's Standards**
- 4 Annex: A note on the process of the producing the guidance.**

Introduction

1 The publication of the revised standards for teachers in July 2011 brought with it both opportunity and challenge for the ITE sector. The introduction of a concise set of standards, applying both to teachers at the point of entry to the profession as well as to experienced practitioners, has the potential to offer a platform for the coherent approach to Initial Teacher Education, Induction and Continuing Professional Development that UCET and NASBTT have each long advocated. However implementing the standards in a relatively short period offers a challenge to the sector at a time when support and specific guidance from the DfE and other agencies has been reduced significantly. For this reason UCET and NASBTT has responded to the needs of members by taking a lead in developing guidance materials informed by strong professional understanding

a) Guidance on the use of the standards in assessing the outcomes of ITE.

Accredited providers retain the distinctive responsibility for making the professional judgement as to whether each trainee has demonstrated the range of skills, knowledge and understanding required to be recommended for QTS at the end of the programme of ITE. Furthermore, the policy context which derives from the publication of the ITT Strategy and the subsequent Implementation Plan has created an environment in which numbers of smaller and relatively inexperienced ITE providers will shortly assume greater responsibility for training new teachers. Therefore the expectations that underlie the judgement for the award of QTS need to be articulated clearly to support consistency and confidence in standards of entry to the teaching profession. A commonly agreed set of expectations has the capacity to ensure an equitable experience for all trainees while supporting the raising of quality and standards which is a shared aspiration of all ITE providers. The guidance has been produced with those principles in mind and it has been closely aligned with the draft version of the Ofsted Trainee Characteristics document.

b) Mapping the standards

The standards map reflects our strong view that there is coherence between the old and the new expectations and that this is a key message for trainees currently on programme. It is often the case that achievement will offer evidence for more than one standard, however for clarity and coherence each standard is represented once only. We anticipate that providers will operate a 'best fit' approach in interpreting them in practice.

2 Next steps

This guidance is not being imposed upon the sector. It has been produced as a service, as a result of the expressed wish of both HEI and school based ITE providers, to be proactive in interpreting the revised standards in a constructive manner, drawing on significant professional knowledge and experience. During the summer term we will keep the guidance under review, crucially once Ofsted publishes the revised Trainee Characteristics document to accompany the revised inspection framework. Initially this current version of the guidance will be distributed as widely as possible by UCET and NASBTT. In the summer term the HEA will fund dissemination events in eight HEIs covering every region, to support the roll out of the work and to ensure that there is wide understanding of what has been achieved. These events will include a workshop during which teacher educators from the sector will be invited to contribute ideas and identify quality materials for the key themes in the Standards:

- Behaviour Management
- Assessment
- SEND
- EAL
- Subject (knowledge and pedagogy)
- Early Mathematics and SSSP
- Planning and Progression
- Professional Values and Responsibilities

The aspiration is to create a bank of resources to meet the needs of teacher educators, school mentors and student teachers working in partnership.

Jacque Nunn
UCET Policy and Liaison Officer
April 2012

A Guidance on the standards

| Teachers' Standards DfE 2011 | UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS | UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS with a `good' grade. | UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS with an `outstanding' grade. |
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| <p>PREAMBLE Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p> | <p>PREAMBLE These statements describe the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. In order to be awarded QTS the trainee will have been assessed as having met all of the standards at least at this level and many will have exceeded the minimum in some or all of the standards.</p> <p>As beginner teachers they will have had the opportunity to demonstrate achievement of all of the standards within the context of the ITE training programme, in some cases with appropriate support from experienced practitioners. It is expected that the beginner teacher will have personal and pedagogical aspirations that will be met in the context of the NQT phase and through ongoing professional development.</p> <p>Trainees to be awarded QTS teach at least satisfactory lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.</p> | <p>PREAMBLE The Teacher's Standards are not graded. However in the context of the external assessment of ITE providers are required to grade trainees. These statements describe how those trainees graded as `good' at the point of the award of QTS may have demonstrated additional achievement against the standards.</p> <p>`Good' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as `good' teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.</p> | <p>PREAMBLE The Teacher's Standards are not graded. However in the context of the external assessment of ITE providers are required to grade trainees. These statements describe how those trainees graded as `outstanding' at the point of the award of QTS may have demonstrated additional achievement against the standards.</p> <p>`Outstanding' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as `outstanding' teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.</p> |

| PART ONE: Teaching. A teacher must: | | | |
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| <p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> - establish a safe and stimulating environment for pupils, rooted in mutual respect - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</p> | <p>Those trainees graded as `good' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.</p> <p>They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.</p> | <p>Those trainees graded as `outstanding' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.</p> <p>There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.</p> |

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| <p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> - be accountable for attainment, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge - guide pupils to reflect on the progress they have made and their emerging needs - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - encourage pupils to take a responsible and conscientious attitude to their own work and study. | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</p> | <p>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.</p> | <p>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</p> |
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| <p>3 Demonstrate good subject and curriculum knowledge</p> <p>-have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>-demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>-if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>-if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p> | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.</p> <p>In relation to early reading: All primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, to be able to apply this effectively across the</p> | <p>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.</p> <p>In relation to early reading: primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.</p> | <p>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.</p> <p>In relation to early reading: primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age-phases they are training to teach.</p> |
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| | <p>specific age phases they are training to teach. (See 'Systematic Synthetic Phonics in ITT: Guidance and Support Materials' for further information).</p> <p>In relation to early mathematics: all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, to be able to apply this effectively across the specific age phases they are training to teach. (See: 'Understanding Arithmetic in ITT Mathematics' for definition and further information).</p> | <p>In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach.</p> | <p>In relation to early mathematics: primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age-ranges they are training to teach.</p> |
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| <p>4 Plan and teach well structured lessons</p> <ul style="list-style-type: none"> - impart knowledge and develop understanding through effective use of lesson time -promote a love of learning and children’s intellectual curiosity -set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired -reflect systematically on the effectiveness of lessons and approaches to teaching -contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out of class work can sustain learners’ progress and consolidate learning and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils’ learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and / or develop the school’s medium term plans, schemes of work, curriculum frameworks etc.</p> | <p>Those trainees graded as ‘good’ at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.</p> | <p>Those trainees graded as ‘outstanding’ at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They plan lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p> |
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| <p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively -have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these -demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development -have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.</p> | <p>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p> | <p>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</p> |
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| <p>6 Make accurate and productive use of assessment</p> <p>-know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>-make use of formative and summative assessment to secure pupils' progress</p> <p>-use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>-give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p> | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They have a secure understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</p> | <p>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve</p> | <p>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress</p> |
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| <p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> -have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy -have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly -manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them -maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.</p> | <p>Those trainees rated as 'good' at the end of the programme of ITE may have demonstrated that:</p> <p>They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p> | <p>Those trainees rated as 'outstanding' at the end of the programme of ITE may have demonstrated that:</p> <p>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p> |
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| <p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> -make a positive contribution to the wider life and ethos of the school -develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support -deploy support staff effectively -take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues -communicate effectively with parents with regard to pupils' achievements and well-being. | <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p> <p>They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. They communicate effectively at set points in the school year, including at parents' evenings and through written reports. They understand the need to communicate at other points in response to individual pupils' emergent needs.</p> | <p>Those trainees graded as 'good' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs.</p> | <p>Those trainees graded as 'outstanding' at the end of the programme of ITE may have demonstrated additionally that:</p> <p>They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs.</p> |
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| PART TWO: Personal and professional conduct | |
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| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. | Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they undertake all trainees are expected to demonstrate high professional standards from the outset. For that reason the standards in Part Two are not graded. By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that: |
| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position -having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions -showing tolerance of and respect for the rights of others -not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs -ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. | They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity. |
| Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality. | They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality |
| Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document. |

B Teachers' Standards 2011 mapped against The Professional Standards for Teachers (QTS) 2007

| Relationships with children and young people, setting high expectations and motivating learners | |
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| Teachers' Standards 2011 | QTS 2007 |
| <p><u>PART ONE: TEACHING</u></p> <p>A teacher must:</p> <p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | <p>Those recommended for the award of QTS should:</p> <p>Relationships with children and young people Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</p> <p>Learning environment Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</p> |
| Pupil progress | |
| Teachers' Standards 2011 | QTS 2007 |
| <p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. | <p>Assessing, monitoring and giving feedback Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</p> <p>Reviewing teaching and learning Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</p> |
| Subject and curriculum knowledge and pedagogy | |
| Teachers' Standards 2011 | QTS 2007 |
| <p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, | <p>Subjects and curriculum Q14 Have a secure knowledge and understanding of their subjects/curriculum areas</p> |

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| <p>foster and maintain pupils' interest in the subject, and address misunderstandings</p> <ul style="list-style-type: none"> • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | <p>and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.</p> <p>Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.</p> <p>Literacy, numeracy and ICT</p> <p>Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT). <i>(Nb. These are shortly to become entry tests for teacher training and the proposal is to limit candidates to two resits. These changes will come into force from September 2012 for trainees who are starting training from September 2013).</i></p> <p>Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</p> |
| Effective classroom practice | |
| Teachers' Standards 2011 | QTS 2007 |
| <p>4 Plan and teach well structured lessons</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | <p>Planning</p> <p>Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</p> <p>Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.</p> <p>Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</p> <p>Teaching</p> <p>Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p> <p>(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion</p> <p>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives</p> <p>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries</p> |

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| | effectively. (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson. |
| Diversity and Special Needs: meeting the needs of all pupils | |
| Teachers' Standards 2011 | QTS 2007 |
| <p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | <p>Achievement and diversity Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. Q20 know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.</p> <p>Health and well-being Q21(a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. Q21(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p> |
| Assessment for learning | |
| Teachers' Standards 2011 | QTS 2007 |
| <p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent | <p>Assessment and monitoring Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications. Q12 Know a range of approaches to assessment, including the importance of formative assessment.</p> |

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| <p>lessons</p> <ul style="list-style-type: none"> • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | <p>Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. Assessing, monitoring and giving feedback Q26(a) Make effective use of a range of assessment, monitoring and recording strategies. Q26(b) Assess the learning needs of those they teach in order to set challenging learning objectives. Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p> |
| Managing behaviour | |
| Teachers' Standards 2011 | QTS 2007 |
| <p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | <p>Knowledge and understanding Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.</p> <p>Learning environment Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.</p> |
| The wider professional role of the teacher | |
| Teachers' Standards 2011 | QTS 2007 |
| <p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | <p>Communicating and working with others Q4 Communicate effectively with children, young people, colleagues, parents and carers. Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment. Q6 Have a commitment to collaboration and cooperative working.</p> |

| | |
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| <ul style="list-style-type: none"> communicate effectively with parents with regard to pupils' achievements and well-being. | <p>Personal professional development Q7(a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs. Q7(b) Identify priorities for their early professional development in the context of induction. Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified. Q9 Act upon advice and feedback and be open to coaching and mentoring.</p> <p>Team working and collaboration Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them. Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</p> |
| Professional attributes and suitability to teach | |
| Teachers' Standards 2011 | QTS 2007 |
| <p><u>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</u></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> -treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position -having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions -showing tolerance of and respect for the rights of others -not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs | <p>Frameworks Q3(a) Be aware of the professional duties of teachers and the statutory framework within which they work. Q3(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</p> <p><u>From the ITT Requirements applicable to all accredited ITT providers</u> <u>Suitability requirements.</u> <u>Providers must ensure:</u> <i>R1.3 That all entrants: as part of the provider's selection procedures, have taken part in an interview designed to assess their suitability to teach.</i> <i>R1.4 That all entrants: have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background check.</i> <i>R1.5 That all entrants: are provisionally registered with the GTC(E) within 28 days of the commencement of their training programme.</i> <i>R1.6 That all entrants:</i></p> |

-ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

- a. have the intellectual and academic capabilities needed to meet the required QTS standards;*
- b. possess the appropriate qualities, attitudes and values expected of a teacher;*
- c. can read effectively and are able to communicate clearly and accurately in standard English;*
- d. have met the Secretary of State's requirements for health and physical capacity to teach.*

NOTE: Part Two of the Teachers' Standards 2011 effectively replaces the current GTCE Code of Conduct. Some elements represented in Part Two of the revised Teachers' Standards are currently expressed as ITT Requirements linked to selection and entry. They are included here for ease of reference and pending further information on the role of the Teaching Agency in relation to Teacher Registration from April 2012. They are not intended to be interpreted as additional standards.

Annex 1

A note on the process of developing the guidance

Following an open invitation a group of provider representatives met in London on 4 January 2012 to consider the scope and nature of any guidance and to begin consideration of the style and purposes of any material produced. We reviewed the evidence base for change, including the revised Ofsted trainee characteristics and the section on Teaching Quality taken from the current Schools Inspection Framework. In a subsequent meeting on 8 February 2012 the group received updates from Ofsted and the TDA and were assured of endorsement in principle of the approach being taken. It was agreed that the initial output from this process should be initially to produce a statement of the base-line expectation for the award of QTS, accompanied by indicative descriptors of 'good' and 'outstanding' achievement. Some initial drafting was developed against each of the eight teaching standards. It was also agreed that much of the documentation being developed in partnerships and by colleagues with specialist expertise for example in SEN, Behaviour, EAL, as well as the limited TA / DFE guidance we expect on Phonics and Arithmetic might appear later as supporting material in a 'third layer' of guidance and exemplification. These materials would be developed by providers and teacher educators with specialist knowledge. Subsequently a drafting group met on two occasions to develop and refine the guidance. A draft version of the guidance for the award of QTS was considered and endorsed by each of the UCET committees in March 2012 and by NASBTT colleagues. Throughout we have been encouraged by the involvement of the HEA, who have made available helpful funding to support participation in the process.

Participants:

UCET: James Noble-Rogers, Jacquie Nunn, NASBTT: Martin Thompson, Ofsted: Jennie Dowling, Shaaron Sanderson (with the support of Angela Milner, Head of ITE for Ofsted), TDA: Jeff Williams, HEA: Kathy Wright

Provider representatives: Jonathan Allen (Reading University), *Clif Bingham (Stockton on Tees TTP), *Diana Brightling (University of Brighton), Kim Brown (IoE), Cliff Ford (Roehampton University), Derval Carey-Jenkins (University of Worcester), *Andy Connell (Keele University), * Julia Croft (University of Bedfordshire), John Everson (Nottingham Trent University), Liz Fleet (Chester University), *Alison Fletcher (University of the West of England), Kathryn Gerrard (Leeds Trinity), Paul Hopkins (University of Hull), Jo McShane (Newcastle University), Paul Key (University of Winchester), *Trevor Mutton (Oxford University), Carol Nind (Suffolk and Norfolk Primary SCITT), Lesley-Anne Pearson (University of Huddersfield), Deborah Roberts (Warwick University), Ken Robson (Kingston University), Abi Slade (West Hill School, Surrey), Joanna Thomas (Warwick University), Steve Wilkinson (Leeds Trinity), Tricia Young (Sheffield Hallam University), Alison Winson (University of Worcester) [* indicates members of the drafting group].



Statutory induction for newly qualified teachers in England: Transition points one, two and three

Page 9 of 11

General article

Updated: 26 April 2012

As you near the end of your initial teacher training (ITT) programme, you will want to think about your progress. Your ITT provider will also be preparing you for your induction period and helping you understand your role in that process.

This section helps you consider your experiences before, during and outside your formal training programme, and identify achievements and aspirations. You will want to build on your strengths, develop aspects that interest you, and gain more experience in areas where your development is limited.

How to use your evidence

In addition to your responses, you can also draw on existing evidence such as:

- reports on your teaching observation reports
- examples of your planning
- records of objectives set during your ITT programme
- your own audits of progress towards the standards for qualified teacher status (QTS) course assignments or subject audits
- and using your notes for discussion with your tutors or mentors, together you can decide how best to create and maintain your portfolio.

Your ITT tutor should sign to confirm your transition point one discussion took place. A form for the signature is included in the sample formats below.

Example CEDPs for transition point one:

- [Example One - Design and technology](#)
- [Example Two - Design and technology](#)
- [Example Three - Design and technology](#)
- [Example One - Physical education](#)
- [Example Two - Physical education](#)
- [Example Three - Physical education](#)
- [Example One - Science](#)
- [Example Two - Science](#)
- [Example Three - Science](#).

MAJOR ASPECTS OF QUALITY ASSURANCE

One of the major strengths of being a small Training Provider is that the Programme Co-ordinator has an excellent working knowledge of each and every school and each and every mentor with whom she is associated. Telephone calls and emails from mentors and from trainees are sent and addressed regularly. As soon as anything begins to go awry, remedial steps can be taken immediately and any problems very quickly resolved. As MMITT Partnership has only a small number of trainees, it can choose to work with schools which have an excellent history of Initial Teacher Training. MMITT Partnership also offers a range of placements, so that a trainee from a 'leafy' suburban school can experience the different challenge of an inner urban school.

The Partnership Co-ordinator meets up with the trainees, informally, on a weekly basis and consequently builds up strong professional relationships. This in turn leads to very effective personal monitoring of trainees' progress. Monitoring of the trainees' progress, by the Partnership Co-ordinator, takes place each term as part of the reviewing process. Subject Mentors set weekly targets and the Professional Mentors also undertake formalised target setting at the end of each half-term, thus overall trainee monitoring is a very strong feature of the MMITT Partnership.

Close professional and personal relationships between the Partnership Co-ordinator and the key personnel in schools are also strengths of the MMITT Partnership. Regular contact is maintained and there is a strong shared commitment to providing high quality training. A number of Head teachers from our partner schools are on the Steering Committee.

The views of both trainees and mentors are sought on a formal level by the completion of questionnaires which are analysed and then shared with our partner schools. Any matters arising are acted upon. This in turn allows the MMITT Partnership to inform its own target setting and planning for improvement.

Moderation of assessments of trainees is another strong feature of the MMITT Partnership. An External Moderator, acting independently of the MMITT Partnership, visits a sample of our trainees. The Moderator, who has a wealth of experience in ITE, makes evidence-based evaluations of both the training and the trainees' achievement of QTS standards. Feedback from Moderators is noted and any points arising from his/her visit are addressed to further improve our training programme. The Partnership Co-ordinator has previously regularly assessed PGCE and GTP trainees.

SELECTION PROCESS

Outlined below is the step by step progression through the selection process. Initially, a judgement on whether to proceed to Stage 2 will depend on qualifications and any experience of working or teaching others, particularly children. Applications are scrutinised by the Head of Lead School/ Chair of Steering Committee together with the Partnership Co-ordinator. A candidate having the recommendation and support of a host school, which has a good training record, will have an initial advantage.

Stages 3 and 4 will follow if applications meet criteria.

When the partnership co-ordinator and individual school mentors agree that a potential trainee appears to have all of the qualities required to be accepted on the course, it is recommended that a further day should be spent in the host school before the applicant signs up to take a place on the course.

In almost all circumstances, training is for a twelve month period beginning 1 September until 31 August. During this time the trainee will be paid a salary based on unqualified teacher rates and he/she will be subject to the normal terms and conditions of employment of the host school.

1. Completion of on-line UCAS Application Form.
2. Scrutiny of applications by Partnership Co-ordinator and Lead School Head/Chair of Steering Committee.
3. Shortlisting at host school.
4. Interview (including literacy test) and observed teaching of a class
5. Offer of training place.

Interview Procedure

- If you are shortlisted for a position from your initial application, you will receive a letter inviting you for interview and to demonstrate your potential to teach in an observed lesson. You will also be asked to complete a short literacy exercise.
- The interview in a possible host school will normally be conducted by the Partnership Co-ordinator, the professional Mentor and a Subject Mentor.
- The qualities we are looking for in the formal interview are:
 - ❖ sound subject knowledge
 - ❖ understanding of education issues.
 - ❖ a commitment to teaching and working with pupils of secondary school age.
 - ❖ flexibility
 - ❖ creativity.
- The lesson will be observed by Subject and/or Professional mentor in school and by the Partnership Co-ordinator if possible.
- In the observation we are looking for
 - ❖ an appropriate choice of material
 - ❖ the ability to relate to pupils
 - ❖ a shape and sense of development in the lesson.
- The literacy exercise will be an opportunity for you to explain in standard English, what attracts you to the particular school.
- If you are successful at this stage, you will receive a formal offer of a place, possibly subject to certain conditions.

PREPARATION FOR THE COURSE

Concerning the Training Day Conference: -

- The roles of those concerned in the training were explained clearly. **1 2 3 4**

- You were given appropriate information on how to use the handbook. **1 2 3 4**

Which inputs did you find most useful? **1 2 3 4**

In retrospect, were there items, which should have been included, to simplify the induction process? **1 2 3 4**

INDUCTION

Concerning Subject Mentoring and working in the Faculty: -

- The training programme that was prepared for you allowed you to begin planning and working towards QTS Standards. **1 2 3 4**

- You received adequate initial support from the subject mentor and the department. **1 2 3 4**

- The weekly subject mentor meeting took place, which helped to advance your training. **1 2 3 4**

- One meeting per month was specifically focused on the SKfT document **1 2 3 4**

- You were supported in the process of using your Development of Subject Knowledge document. **1 2 3 4**

Concerning Professional Mentoring: -

- The P.M. introduced you to facets of work in the school and to other elements in the training programme, other than those experienced within your faculty. **1 2 3 4**

- Fortnightly reviews took place, which helped to advance your training. **1 2 3 4**
- You undertook a thorough Initial Needs Analysis with your SM or P.M. using the SKfT document. **1 2 3 4**

TEACHING THE FIRST TERM

- The lesson plans have been helpful in your planning. **1 2 3 4**
- The evaluation pro-forma has been helpful in influencing your future planning. **1 2 3 4**
- Your subject mentor and other teachers observed your lessons and made suitable records on the MM ITT Partnership observation form. offered constructive advice. **1 2 3 4**
- A specific subject knowledge observation was undertaken and : -
 - made suitable records on the MM ITT Partnership observation form. **1 2 3 4**
 - offered constructive advice. **1 2 3 4**
- Your professional mentor observed your lessons and:-
 - made suitable records on the MM ITT Partnership observation form. **1 2 3 4**
 - offered constructive advice. **1 2 3 4**

Your programme co-ordinator observed a lesson and :-

- made suitable records on the MM ITT Partnership observation form. **1 2 3 4**
- offered constructive advice. **1 2 3 4**

- Half termly reviews have been done by all of the above and they have offered both support and targets for the next half term:-

Subject Mentor/Professional Mentor

Programme Co-ordinator

- The 'gradualised' introduction to teaching was achieved appropriately.
- When your timetable came fully into operation, it was well-balanced, offering appropriate opportunity to teach at both Key Stage 3 and Key Stage 4.

OTHER ASPECTS OF THE COURSE

- Any problems that have occurred have been addressed appropriately and in reasonable time.

- The Thursday Professional Issues sessions have been : -

| | |
|--|----------------|
| Useful with regard to enhancing your educational knowledge and understanding | 1 2 3 4 |
|--|----------------|

| | |
|--|----------------|
| Allowed you time to meet and discuss common issues with your peers | 1 2 3 4 |
|--|----------------|

- The assignments were useful and offered sufficient challenge **1 2 3 4**

- You were given sufficient direction and support to complete your assignments **1 2 3 4**

Please outline, if appropriate, any other strengths/weaknesses in the course that you have experienced thus far.

Thank you for your considerable effort in completing this document at a time when you are very busy. It will be of immense use to us in assessing and evaluating progress thus far and in improving our service, for trainees in the following years.

NAME _____ HOST SCHOOL _____

- Guidance was given on the assignment for this term **1 2 3 4**
- Feedback from completed assignment **1 2 3 4**
- Advice on job application/interviews if applicable **1 2 3 4**
- Overall quality of Co-ordinator provision **1 2 3 4**

SECOND HALF-TERM (SECOND SCHOOL)

Concerning Professional Mentoring

- The PM introduced you to facets of work in the school other than those experienced within the faculty **1 2 3 4**
- Fortnightly reviews take place, which helped to advance your training **1 2 3 4**
- A second placement review took place in conjunction with the SM **1 2 3 4**

Concerning Subject Mentoring

- You received adequate initial support from the subject mentor and the faculty **1 2 3 4**
- Weekly reviews took place which helped to advance your training **1 2 3 4**
- A second placement review (RoR) took place in conjunction with the PM **1 2 3 4**
- The SKfT document was revisited **1 2 3 4**

LESSON OBSERVATION

Your Subject Mentor and the other teachers observed your lessons and:

- Made suitable records on the Matthew Moss ITT Partnership observation form **1 2 3 4**
- Offered constructive advice **1 2 3 4**

Your Professional Mentor observed your lessons and:

- Made suitable records on the Matthew Moss ITT Partnership observation form **1 2 3 4**
- Offered constructive advice **1 2 3 4**

Your Project Co-ordinator observed your lesson and:

- Made suitable records on the Matthew Moss ITT Partnership observation form **1 2 3 4**
- Offered constructive advice **1 2 3 4**

- Your Host Placement Mentor undertook a joint observation with your Second Placement Mentor.

YES NO

YOUR SECOND SCHOOL

Overall provision for your practice.

Did it offer a contrasting experience?

1 2 3 4

Did the school offer different challenges?

1 2 3 4

Please specify for the above if appropriate.

Please outline, if appropriate, any other strengths/weaknesses in the course that you have experienced thus far, including any changes observed this term.

Thank you for your help and we hope your observation will translate into improving the course.

NAME _____ HOST SCHOOL _____

SECOND SCHOOL _____

MMITT PARTNERSHIP EXIT SURVEY

| 1. Please rate the following: | Very good | Good | Adequate | Poor |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The overall quality of your training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The overall quality of assessment and feedback you received during your training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The overall quality of support and guidance you received during your training to achieve the standards for qualified teacher status (QTS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. How good was your training in: | | | | |
| a. Helping you understand the National Curriculum? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Providing you with the relevant knowledge, skills, and understanding to teach your specialist subject? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Providing you with the relevant knowledge, skills and understanding to use information and communication technology (ICT) in your subject teaching? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Helping you plan your teaching to achieve progression for learners? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Preparing you to teach learners of different abilities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Preparing you to teach learners from minority ethnic backgrounds? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Helping you to establish and maintain a good standard of behaviour in the classroom? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Helping you use a range of teaching methods that promote children's and young people's learning? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Helping you to understand how to monitor, assess, record and report learners' progress? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Preparing you to begin your statutory induction period? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Preparing you to use the Transition documents? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Preparing you to share responsibility for your continuing professional development (CPD)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Helping to teach pupils with special educational needs in your classes, with appropriate support? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Preparing you to work with learners with English as an additional language? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Preparing you to work with teaching colleagues as part of a team? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Preparing you to work with other professionals (e.g. social workers, health workers, police officers)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Preparing you to manage the work of others in your classroom to achieve learning objectives? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Preparing you to communicate with parents and carers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Preparing you for your teacher's statutory responsibility for the welfare and safeguarding of children and young people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Very Good | Good | Adequate | Poor |

3. How good was your training in providing you with an understanding of:

a.i. Issues related to KS2? (all NQTs)

ii. In particular, phonics? (all NQTs)

iii. In particular, KS2 numeracy? (all NQTs)

4. Every Child Matters
By the end of your training, how good was your understanding of the role of the teacher in relation to Every Child Matters?

5. E-safety Yes No

a. Do you have the necessary knowledge and understanding of e-safety issues with regards to the risks to children and young people?

b. Do you have the skills to use this knowledge and understanding within your teaching?

6. Employment

a. What will be your employment status?

| | | | | |
|-----------------------------|------------------------------|--------------------------|--|--|
| Permanent teaching contract | Fixed-term teaching contract | Supply teaching | Not currently teaching but looking for a teaching post | Not currently teaching and not looking for a teaching post |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Very good Good Adequate Poor

b. How good was your training in helping you to apply confidently for teaching positions (e.g. support with job applications and interviews)?

Do you have any other comments about your training?
Please comment here:

Thank you.

Name:

INTERIM QUESTIONNAIRE FOR MENTORS - February

GRADING **1 EXCELLENT** **2 GOOD** **3 SATISFACTORY** **4 POOR**

RECRUITMENT

The ITT Provider arrangements for you/ your school to be involved in the selection procedure of your trainee. **1 2 3 4**

The procedures used to determine the suitability of the potential trainee. **1 2 3 4**

Initial information provided by the PC on funding and the school's employment and training responsibilities. **1 2 3 4**

Early discussion of the role of mentors, their training responsibilities and recording obligations. **1 2 3 4**

SUPPORT FOR MENTORS

It would be helpful if you could answer the following questions before completing this section.

Did you attend the Training Day/ Conference at the Norton Grange Hotel last June? **YES NO**

Have you acted as a Mentor in any capacity previously? **YES NO**

The generic training plan provided a framework from which to design a programme for the trainee? **1 2 3 4**

The Development of Subject Knowledge Document provided a framework for auditing and tracking subject knowledge for teaching. **1 2 3 4**

Documentation outlining responsibilities was clear **1 2 3 4**

The Training Handbook was a useful reference **1 2 3 4**

Quality of support given by the Programme Co-ordinator **1 2 3 4**

YOUR EXPERIENCE AS A MENTOR

Are you enjoying your role as a mentor? **YES NO**

Do you feel that it has improved or contributed to your understanding of:

- effective teaching in the classroom? **YES NO**

- interpersonal skills relating to working with colleagues? **YES NO**

Were there any responsibilities to the role that you did not expect when you agreed to work as a mentor?

Have you any suggestions to help the Partnership plan better provision for its trainees and training Partner schools in the future?

Name: (Optional) School:

Thank you.

Rosamund Armbrister
Partnership Co-ordinator
Matthew Moss ITT Partnership

MENTOR QUESTIONNAIRE

GRADING

1 EXCELLENT 2 GOOD 3 SATISFACTORY 4 POOR

RECRUITMENT

The arrangements for you/the school to be involved in the selection procedure of your trainee. **1 2 3 4**

The procedures used to determine the suitability of the potential trainee **1 2 3 4**

Initial information supplied by the PC on funding and the school's employment and training responsibilities. **1 2 3 4**

Early discussion on the role of mentors, their training responsibilities and recording obligations **1 2 3 4**

SUPPORT FOR MENTORS

It would be helpful if you could answer the following questions before completing this section.

Did you attend the Training Day Conference at the Norton Grange Hotel? **YES NO**

Did you attend the Subject Mentor meeting in February? **YES NO**

Have you acted as a mentor in any capacity previously? **YES NO**

The generic training plan provided a framework from which to design a programme for the trainee. **1 2 3 4**

The Development of Subject Knowledge document provided a framework for subject teaching. **1 2 3 4**

Documentation outlining the responsibilities was clear. **1 2 3 4**

The Training Handbook was a useful reference **1 2 3 4**

Quality of support given by the Programme Co-ordinator. **1 2 3 4**

YOUR EXPERIENCE AS A MENTOR

Have you enjoyed your role as a mentor? **YES NO**

Do you feel it has improved or contributed to your understanding of: **YES NO**

- a) effective teaching in the classroom? **YES NO**
- b) interpersonal skills relating to working with colleagues? **YES NO**

Were there any responsibilities to the role that you didn't expect when you agreed to work as a mentor?

Have you any suggestions to help the Partnership plan better provision for its trainees and training schools in the future?

Thank you.

Rosamund Armbrister
Partnership Co-ordinator
Matthew Moss ITT Partnership

The External Moderator:

- moderates judgements on trainee teachers' progress towards satisfactory completion of the Standards for QTS
- uses relevant subject experience to comment on trainee teachers' understanding and knowledge of subject knowledge for teaching ages 11 – 16
- observes and comments on a sample of lessons taught by trainee teachers
- scrutinises files and documentation relevant to satisfactory progress towards completion of the Standards for QTS
- holds professional discussions with trainee teachers, subject and professional mentors in the host schools, for Quality assurance purposes
- holds professional discussions with the Partnership Co-ordinator, including further scrutiny of Programme documentation, as part of the process of Quality Assurance
- writes a formal report on the findings, to be incorporated into the Annual evaluation Report presented to the Steering Committee for the MITT Partnership

RISK OF FAILURE PROCEDURE

- The Professional and Subject Mentor notify the Partnership Co-ordinator of the cause for concern.
- The school mentors and the Programme Co-ordinator need to agree on the nature of the concern.
- At a meeting between the three above and the trainee, the cause for concern is explained to the trainee.
- After discussion, a Cause for Concern pro-forma and Interim Training Plan are completed which include appropriate support to rectify the problem and a time scale.
- As well as taking a full part in the training, the trainee will work to improve on the standards identified as weaknesses.
- An assessment will take place at the end of the time limit to determine whether sufficient improvement has been made to believe that the standards under review will be met by the end of the course.
- Should the student have met the targets set, s/he will continue the training as normal.
- The above procedure can happen twice before the training team have recourse to terminate training.

PROCEDURE TO TERMINATE A TRAINING CONTRACT

- Ensure that the Programme Co-ordinator and the relevant mentors agree on the unsuitability of the trainee to continue.
- The above need to meet with the trainee to outline their findings

Possible outcomes:

1. The trainee accepts the findings and a termination of contract date is agreed.
2. The trainee contests the findings. An independent subject specialist is engaged for a day to assess the trainee's competence. The assessment will include observing a lesson at KS3, another at KS4, examination of paperwork, interviews with the trainee, Mentors and Programme Co-ordinator, culminating in a written assessment. If the assessment confirms the trainers' findings, the trainee is offered a contract termination date.
3. Should the trainee still contest the findings, the Host School, as the employer, will initiate an incompetence procedure.