Section A

Birmingham City University Secondary Partnership

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Our Secondary Partnership Ofsted (2014) acknowledged…

Key strengths of the secondary partnership

Rigorous recruitment and selection processes that successfully identify trainees who have the potential to become good and outstanding teachers.

Contact Details

Name	Title	Telephone Number and Email Address
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Jean Dyson	Art & Design Tutor	0121 331 5179 jean.dyson@bcu.ac.uk
Martin Fautley	Director of the Centre for Research in Education and Music Tutor	0121 331 7718 martin.fautley@bcu.ac.uk
Lynda Ford	Course Administrator	0121 331 5276 lynda.ford@bcu.ac.uk
Tracey Goodyere	Design & Technology Subject Leader	0121 331 7369 Tracey.Goodyere@bcu.ac.uk
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Andrew Steed	Mathematics Tutor	0121 331 4622 andrew.steed@bcu.ac.uk
Simon Spencer	Deputy Head: School of Education and Drama Tutor	0121 331 7356 simon.spencer@bcu.ac.uk
Phil Taylor	Professional Studies Tutor	0121 331 7351 phil.taylor@bcu.ac.uk

Helen Thomas	Science Subject Leader	0121 331 7342 helen.thomas@bcu.ac.uk
Helen Yorke	Director of Education Partnerships	0121 331 7360 helen.yorle@bcu.ac.uk
Matthew Waterhouse	Partnership Administrator	0121 331 5240 matthew.waterhouse@bcu.ac.uk
Kevin Mattinson	Head of School of Education	0121 331 7337 kevin.mattinson@bcu.ac.uk

Postal Address:

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Birmingham City University
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Perry Barr
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B42 2SU

Secondary Fax Number: 0121 331 7307

Mentor Representatives

If you have issues, suggestions, or questions that you would like to put forward, please contact the relevant mentor representative (see below) who will then raise the matter at the next Secondary Strategic Leadership Committee meeting. Please note that the members of the committee may be updated at certain points during the academic year due to changes in circumstaces. Additionally, the partnership managers from all the universities in the region meet to discuss partnership issues and individual partnership committees are encouraged to communicate the concerns of schools in respect of ITT for consideration by this group.

Mentor Representatives	School/Mentor Subject	Mentor's email address
Kirsten Adkins	Tudor Grange Academy – Art & Design	KAdkins@solihull.tgacademy.org.uk
Claire Barrington	Great Barr School – D & T	c.barrington@greatbarr.bham.sch.uk
Mandie Butler	Phoenix Collegiate- Science	mandie.butler@phoenix.sandwell.sch.uk
Catherine Coates	Perry Beeches School – Professional	ccoates@pb-theacademy.co.uk
Ryan Everson	Lode Heath School – Art & Design	reverson@lode-heath.solihull.sch.uk
Elnaz Javeheri	Heartlands Academy - Mathematics	E.Javaheri@heartlands-academy.org.uk
Sarah Jessel	Joseph Leckie Academy – Music	s.jessel@josephleckieacademy.co.uk
Ed Lee	Heartlands Academy - Drama	e.lee@heartlands-academy.org.uk
Joanna Newman	Wood Green Academy - Music	Joanna.Newman@woodgreenacademy.co.uk
Andrea Reid	Fairfax School - Mathematics	A.Reid@fairfax.bham.sch.uk
(Chair) Dave Russell	**Alexandra High School – Professional**	**david.russell@acesch.co.uk**
Emma Smith	Q3 Academy – Mathematics	e.smith@q3academy.org.uk
Gemma Wood	Perry Beeches II – D & T (Textiles)	gwood@pb-theacademy.co.uk

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Introduction to Partnership

We welcome our partner schools and the Birmingham Music Service to our PGCE Secondary course which trains specialist teachers of Art & Design, Design & Technology (Food & Textiles), Drama, Mathematics, Music and Science (Physics and Chemistry).

This handbook contains an outline of the activities tutors, mentors and trainee teachers will engage in as part of the partnership in the training and professional development of future teachers in secondary schools and teachers of musical instruments across a wider age-range. Our intention is that the information contained in this handbook will enable all our partners to have a holistic understanding of the course and a more specific knowledge of the roles and responsibilities of stakeholders.

The course was rewritten in 2010 by a team of tutors and mentors from the Faculty of Health, Education and Life Sciences at Birmingham City University and secondary schools in the West Midlands. We are very grateful to all who participated in this as part of the practical outworking of partnership. Trainee teachers undertake teaching practices in two schools which provide a supportive, developmental framework with progressively more challenging learning opportunities, and these are followed by a research project in an educational setting to enable trainees to investigate areas relevant to their professional responsibilities and personal interest (in the part-time mode this precedes the School 2 placement). In the Faculty of Health, Education and Life Sciences we work on specific subject teaching methodologies and develop trainees' thinking and understanding of education, pedagogy and professional issues. Trainee teachers are introduced to the concept of profiling their own achievements, setting targets for their future development, and planning ways of ensuring that they achieve the standards which must be met for the award of QTS (*The Teachers' Standards, DfE, 2012*).

The Teachers' Standards and associated guidance form part of the Professional Development Profile and a copy of the Standards, and guidance on the levels of performance expected for the award of QTS, are included in Section E of this handbook.

Partner schools are reminded that the Secondary Partnership website also includes key documents relating to the PGCE Secondary course and to its partnership with schools. Additionally, the 'Teaching Practice Documents' section of the website contains electronic copies of the paperwork required for teaching practices, for example Review and Analysis forms and Assessment and Evaluation Reports.

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Partnership Responsibilities

Wherever possible, we welcome the involvement of partnership schools in:

- Participating in interviews for admission to the course, often in school
- Attendance at Examination Boards and meetings with External Examiners
- Reviewing course planning and documentation
- Attending the Secondary Partnership Committee

DBS Enhanced Disclosures and Safeguarding

The University, in its role as effectively the employer, is responsible for ensuring that all trainees go through the Enhanced DBS Disclosure process, regardless of whether they already have a recent DBS Disclosure, and for ensuring that there are no issues disclosed that would preclude the trainee from working with children or other vulnerable individuals.

In response to recent requests from partnership schools for more detailed information, we will complete a pro forma (example below) and send it into school before a placement commences. Trainees will also have their own copy. We are particularly grateful to the schools and professional mentors who have guided us in developing this document.

Where we are unable to obtain a DBS disclosure before the start of the School 1 placement (only), we will check the ISA Children's Barred List, in compliance with the guidance issued by NCTL/DfE, and indicate this on the pro forma. This is a temporary measure and assumes that, at this early point in the course, the trainee will not be left on their own with pupils. We will issue an updated pro forma as soon as we are in possession of the trainee's DBS Disclosure.

Where a trainee has lived abroad within the last five years, we will also indicate that we have obtained a Certificate of Good Conduct.

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Safeguarding Status Confirmation

Provider's Name & Address:

We confirm that the following checks have been carried out.

Trainee teacher's details	**Family name:**	**Forename(s):**	**Date of Birth:**
The provider confirms that the trainee teacher has an Enhanced DBS Disclosure for the purposes of studying on the PGCE Secondary course.		**Issue Date:**	**Disclosure No:**
Where an Enhanced DBS Disclosure has not been received prior to the School 1 placement the provider confirms that the student does not appear on the ISA Children's Barred List.		Yes No N/A	
Where the trainee teacher has lived abroad within the last 5 years, the provider has obtained a Certificate of Good Conduct for the period during which the person lived abroad		Yes No N/A	

Please note that on arriving at the school for the first time, the student has been told to present an original piece of photo ID (e.g. Student Identity Card, passport, photo card driving licence, EU National Identity Card, etc.).

Signed: **Date:**

Name (please print):

Role:

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Overview of School Experience

During the PGCE course trainee teachers following the **full-time** mode of study undertake a range of school placements:

- 5 days Home-based secondary school experience
- School 1 Serial placement, in pairs
- School 1 Block placement, in pairs – developmental teaching practice
- School 2 Serial placement, solo
- School 2 Block placement – final, assessed solo teaching practice
- Research Project in an educational setting

Details of each placement and their requirements are given in Section B.

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PGCE Secondary: Indicative Year Plan 2014-15 (Subject to Alteration)

Year Plan							Notes
Week No	**2014-15 Week Beginning Monday**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	These notes provide a brief overview of placements in the PGCE Secondary Course to assist mentors when making offers to take trainee teachers during 2014-15.
06	01-September	HBSE (in advance)			Enrol	Induct	
07	08-September	University-based Induction Week					
08	15-September						
09	22-September						
10	29-September						
11	06-October		Sch 1	Sch 1	Sch 1		
12	13-October		Sch 1	Sch 1	Sch 1		
13	20-October		Sch 1	Sch1	Sch 1		
14	27-October	Reading Week / School Half Term					
15	03-November	Sch 1	S1/Uni	S1/Uni	Sch 1	Sch 1	
16	10-November	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1	
17	17-November	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1	
18	24-November	Sch 1	Sch 1	Sch 1	Sch 1	TPF	
19	01-December	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1	
20	08-December	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1	
21	15-December	Sch 1	S1/Tut	Sch 1	Sch 1	Sch 1	
22	22-December	Christmas Holiday					
23	29-December						
24	05-January						
25	12-January						
26	19-January						
27	26-January		Sch 2	Sch 2			
28	02-February		Sch 2	Sch 2			
29	09-February		Sch 2	Sch 2			
30	16-February	Reading Week / School Half Term					
31	23-February	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
32	02-March	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
33	09-March	Sch 2	Sch 2	Sch 2	Sch 2	TPF	
34	16-March	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
35	23-March	Sch 2	Sch 2	S2/Tut	Sch 2	Sch 2	
36	30-March	Easter Holiday					
37	06-April						
38	13-April	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
39	20-April	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
40	27- April	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
41	04-May	BH	TPF	Sch 2	Sch 2	Sch 2	
42	11-May	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
43	18-May	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2	
44	25-May	Reading Week / School Half Term					
45	01-June	Uni	Research Placement				
46	08-June						
47	15-June						
48	22-June		RP/Uni	RP/Uni			
49	29-June	University-based Final Week					

School 1. 2 trainees per subject offered – Art and Design, D&T, Drama, Maths, Music, Science with Chemistry, Science with Physics

Serial placement: trainees follow a programme of structured observations and other directed tasks, negotiate a teaching timetable for the block placement, draft and revise units of work and undertake other preparatory tasks. Trainees also experience a limited amount of teaching in a supported and structured framework. Trainees complete specific tasks in their Professional Development Profile (PDP) collecting initial evidence towards their achievement of Teachers' Standards, monitored by mentors. After the first week of the serial placement, instrumental music trainees will spend one day per week with the Birmingham Music Service.

Block placement: pairs of trainees continue in the same school, teaching 12 hours of a subject timetable between them. This can include team teaching with mentors, paired teaching between the trainees and solo teaching. Trainees will also complete further directed tasks in their PDP and continue to gather evidence towards their achievement of Teachers' Standards. Mentors are required to complete an assessment of trainees' progress. Instrumental music trainees spend one day a week teaching with the Birmingham Music Service.

School 2. 1 trainee per subject offered – Art and Design, D&T, Drama, Maths, Music, Science with Chemistry, Science with Physics.

Serial Placement: trainees follow a programme of structured observations and other directed tasks, negotiate a teaching timetable for the block placement, draft and revise units of work and undertake other preparatory tasks. In the last week of the serial placement instrumental music trainees will spend one day with their instrumental teaching mentor.

Block Placement: trainees teach 17 hours of their first subject (10 hours over 3 days for instrumental music trainees) and undertake the range of duties and responsibilities expected of NQTs, including form tutoring, break duties, reporting to and meeting parents, attending meetings and contributing to the corporate life and ethos of the school.
Instrumental music trainees spend two days a week with the Birmingham Music Service. All trainees gather further evidence in their PDP, monitored by mentors.
At the mid-point of the placement, mentors are required to complete an assessment of the trainee's progress. Towards the end of the placement, mentors will be required to determine whether the range and quality of the evidence presented demonstrates that Teachers' Standards have been met.

Notes:

- Days left blank are University-based. "BH" – Bank Holiday.
- Holidays are based on those for Birmingham City Council. Trainees follow the arrangements of their placement school for the Easter holiday
- Trainees will be required to return to Birmingham City University for the FULL day when marked TPF (Teaching Practice Forum) and for PART of the day when marked Tut (Tutorial)
- School 1 placement to include primary schools visits, negotiated with feeder schools.
- School 2 placement to include visits to post-16 centres if post-16 provision is not available in the placement school.

Schedule of proposed meetings – 2014/2015

Please find below details of key meetings that will be taking place throughout the next academic year. All of these meetings will be taking place at Birmingham City University, City North Campus, Attwood Building unless stated otherwise. Invitations for each event and details of the venue will be sent out nearer the time however Mentors might find it helpful to make a note of these dates.

New Mentor Training – Summer 2014
New Mentor Training sessions will be taking place during the summer term of 2014. These will be two twilight sessions starting at 4:30pm and finishing at approximately 6:30pm. School-based mentors will need
to attend both sessions if at all possible; refreshments will also be available at these sessions.

- Part A: Monday 7th July 2014 - 4:30pm – 6:30pm
- Part B: Tuesday 8th July 2014 – 4:30pm – 6:30pm

School Experience Briefings
This will include a presentation by members of the Secondary Course Team and an in depth discussion of key issues for School 1 placements. Schools hosting School 1 placements should ensure that they are represented.

- School Experience 1: Wednesday 1st October 2014, 4:30pm – 6:30pm.
- School Experience 2: Wednesday 22nd January 2015, 4:30pm – 6:30pm

Following these Briefing Meetings, materials and information discussed will be uploaded to our Partnership Website at the following link –

http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships/briefingmeetings

Secondary Strategic Leadership Committee Meetings
All mentors are welcome to attend this meeting, please contact Matthew Waterhouse, Partnership Administrator in advance if you are planning to attend.

- Autumn Term: Wednesday 5th November 2014, 4:30pm – 6:30pm

- Spring Term: Wednesday 25th February 2015, 4:30pm – 6:30pm

- Summer Term: Wednesday 3rd June 2015, 4:30pm – 6:30pm

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