

## Section A

### Birmingham City University Secondary Partnership

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## Contact Details

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**Postal Address:**

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Birmingham City University  
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Birmingham  
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 Partnership Committee meeting. 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.

<b>Mentor Representatives</b>	<b>School</b>	<b>Email address</b>
Claire Barrington	Great Barr School – D & T Mentor	<a href="mailto:c.barrington@greatbarr.bham.sch.uk">c.barrington@greatbarr.bham.sch.uk</a>
Helen Lowe	Leasowes High School - Drama Mentor	<a href="mailto:hlowe@leasowes.dudley.sch.uk">hlowe@leasowes.dudley.sch.uk</a>
Catherine Coates	Perry Beeches School – Professional Mentor	<a href="mailto:ccoates@pb-theacademy.co.uk">ccoates@pb-theacademy.co.uk</a>
Ryan Everson	Lode Heath School – Art & Design Mentor	<a href="mailto:reverson@lode-heath.solihull.sch.uk">reverson@lode-heath.solihull.sch.uk</a>
Charmaine Goode	Lyndon School Humanities College – Drama Mentor	<a href="mailto:s209cgoode@lyndon.solihull.sch.uk">s209cgoode@lyndon.solihull.sch.uk</a>
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VACANCY	Drama Mentor	
Emma Smith	Q3 Academy – Mathematics Mentor	<a href="mailto:e.smith@q3academy.org.uk">e.smith@q3academy.org.uk</a>
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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 Education, Law and Social 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 Education, Law and Social 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 TDA/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.

### Safeguarding Status Confirmation

**Provider's Name & Address:**

**We confirm that the following checks have been carried out.**

<b>Trainee teacher's details</b>	<b>Family name:</b>	<b>Forename(s):</b>	<b>Date of Birth:</b>
The provider confirms that the trainee teacher has an Enhanced DBS Disclosure for the purposes of studying on the PGCE Secondary course.		<b>Issue Date:</b>	<b>Disclosure No:</b>
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, photocard 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 Full-time Year Plan 2013-14

Year Plan							Notes	
Week No	2013-14 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 2013-14.	
06	02-September	HBSE (in advance)			Enrol	Induct		
07	09-September	University-based Induction Week						
08	16-September						<p><b>School 1.</b> 2 trainees per subject offered – Art and Design, D&amp;T, Drama, Maths, Music, Science with Chemistry, Science with Physics</p> <p><b>Serial placement:</b> 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.</p> <p><b>Block placement:</b> 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.</p> <p><b>School 2.</b> 1 trainee per subject offered – Art and Design, D&amp;T, Drama, Maths, Music, Science with Chemistry, Science with Physics.</p> <p><b>Serial Placement:</b> 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.</p> <p><b>Block Placement:</b> 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.</p> <p>Instrumental music trainees spend two days a week with the Birmingham Music Service. All trainees gather further evidence in their PDP, monitored by mentors.</p> <p>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.</p>	
09	23-September							
10	30-September							
11	07-October		Sch 1	Sch 1	Sch 1			
12	14-October		Sch 1	Sch 1	Sch 1			
13	21-October		Sch 1	Sch1	Sch 1			
14	28-October	Reading Week / School Half Term						
15	04-November	Sch 1	S1/Uni	S1/Uni	Sch 1	Sch 1		
16	11-November	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1		
17	18-November	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1		
18	25-November	Sch 1	Sch 1	Sch 1	Sch 1	TPF		
19	02-December	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1		
20	09-December	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1		
21	16-December	Sch 1	S1/Tut	Sch 1	Sch 1	Sch 1		
22	23-December	Christmas Holiday						
23	30-December							
24	06-January							
25	13-January							
26	20-January							
27	27-January		Sch 2	Sch 2				
28	03-February		Sch 2	Sch 2				
29	10-February		Sch 2	Sch 2				
30	17-February	Reading Week / School Half Term						
31	24-February	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
32	03-March	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
33	10-March	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
34	17-March	Sch 2	Sch 2	Sch 2	Sch 2	TPF		
35	24-March	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
36	31-March	Sch 2	Sch 2	S2/Tut	Sch 2	Sch 2		
37	07-April	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
38	14-April	Easter Holiday						
39	21-April							
40	28- April	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
41	05-May	BH	TPF	Sch 2	Sch 2	Sch 2		
42	12-May	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
43	19-May	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2		
44	26-May	Reading Week / School Half Term						
45	02-June	Uni	Research Placement					
46	09-June							
47	16-June							
48	23-June		RP/Uni	RP/Uni				
49	30-June	University-based Final Week						

### 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.

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## Secondary Partnership Meetings and Proposed Mentor Training Events 2013-2014



Meetings shown in *italics* have been included in the School of Education's calendar of meetings and, as such, are confirmed dates. Other dates are subject to confirmation. Invitations for each event will be sent out nearer the time. Mentors might find it helpful to make a note of these dates.

**Training for New Mentors** - training for colleagues new to initial teacher training. Attendance at both parts is required. Colleagues who have previously attended one session are invited to complete their training.

- ***Part A: Monday 8<sup>th</sup> July 2013, 4.30pm – 6.30pm***
- ***Part B: Tuesday 9<sup>th</sup> July 2013, 4.30pm – 6.30pm***

**School 1 Briefing Meeting** – presentation and discussion of key issues for School 1 placements. Schools hosting School 1 placements should ensure that they are represented.

- ***Thursday, 3<sup>rd</sup> October 2013, 4.30 – 6.30pm***

**Secondary Partnership Committee Meetings** – all mentors are welcome to attend, or they may wish to pass on information to a mentor representative (see Partners' Handbook Section A for contact details - <http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships> )

- **Autumn term: Wednesday 6<sup>th</sup> November 2013, 4.30pm – 6.30pm**
- **Spring term: Wednesday 26<sup>th</sup> February 2014, 4.30pm – 6.30pm**
- **Summer term: Wednesday 4<sup>th</sup> June 2014, 4.30pm – 6.30pm**

**School 2 Briefing** – presentation and discussion of key issues for School 2 placements. Schools hosting School 2 placements should ensure that they are represented.

- **Wednesday 22<sup>nd</sup> January 2014, 4.30pm – 6.30pm**

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