

**Birmingham City University**

**Secondary  
PGCE**

**Professional Mentor  
Training Guide**

**2017/18**

This mentor guide provides easy access to the overview of the PGCE Core and School Direct Secondary programme and outlines the role of the subject/professional mentor within the partnership. The guide has a subject or professional focus to help you with the explicit demands of your mentoring role so that you can easily plan your mentoring interactions with trainee teachers within your context.

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# Introduction to the Partnership

We welcome our partner schools to our PGCE Secondary course which trains specialist teachers of Art & Design, Computer Science, Design & Technology (Food & Textiles), Drama, English, Mathematics, Modern Foreign Languages, Music, Science (Biology, Physics and Chemistry) and Religious Education. In addition to these subjects we also support Geography, History, Psychology and PE via our School Direct route. The course was rewritten in 2016 by a team of tutors and mentors from the Faculty of Health, Education and Life Sciences at Birmingham City University and secondary school partners in the West Midlands. We are very grateful to all who participated in this as part of the practical outworking of partnership.

This mentor guide 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. Our intention is that the information contained in this guide will enable all of our partners to have a holistic understanding of the course and a more specific knowledge of the roles and responsibilities of its stakeholders. 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 PGCE Secondary Course aims to produce highly skilled graduate teachers who:

- Have a deep knowledge and understanding of learning and teaching enabling them to demonstrate the highest levels of professional practice.
- Are committed early career professionals who are confident, creative, reflective and accountable practitioners, able to teach their subject in contemporary cultural contexts delivering a rich and diverse curriculum.
- Are able to exercise professional judgement, based on an informed understanding of a systematic and coherent body of knowledge related to education and subject pedagogy.

# 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 our trainees will receive a letter from the University to confirm that the DBS process has taken place. Trainees will bring this letter to their placement schools. We are grateful to the schools and professional mentors who have guided us in developing this document.

## Key Contacts

Name	Role	Contact
Kelly Davey Nicklin	PGCE Secondary Programme Leader & Music Subject Leader	0121 331 5176 <a href="mailto:kelly.daveynicklin@bcu.ac.uk">kelly.daveynicklin@bcu.ac.uk</a>
Sarah Bonser	Partnership Lead Mathematics Subject Tutor	0121 331 7736 <a href="mailto:sarah.bonser@bcu.ac.uk">sarah.bonser@bcu.ac.uk</a>
Jo Nahal	Course Administrator	0121 331 7338 <a href="mailto:jo.nahal@bcu.ac.uk">jo.nahal@bcu.ac.uk</a>
Craig Davis	Partnership Administrator	0121 331 6591 <a href="mailto:craig.davis@bcu.ac.uk">craig.davis@bcu.ac.uk</a>
John Allin	History Subject Tutor School Direct	<a href="mailto:John.Allin@bcu.ac.uk">John.Allin@bcu.ac.uk</a>
Ian Axtell	Music Subject Tutor	0121 331 7322 <a href="mailto:ian.axtell@bcu.ac.uk">ian.axtell@bcu.ac.uk</a>
Chris Bolton	Drama Subject Leader	0121 331 7323 <a href="mailto:4hristopher.bolton@bcu.ac.uk">4hristopher.bolton@bcu.ac.uk</a>
Angela Bowes	MFL Subject Tutor	<a href="mailto:angela.bowes@bcu.ac.uk">angela.bowes@bcu.ac.uk</a>
Peter Carr	Art & Design Subject Leader	0121 331 5156 <a href="mailto:peter.carr@bcu.ac.uk">peter.carr@bcu.ac.uk</a>
Fiona Darby	English Subject Tutor	0121 331 7736 <a href="mailto:fiona.darby@bcu.ac.uk">fiona.darby@bcu.ac.uk</a>
Stuart Davison	Computer Science Subject Leader	0121 331 7375 <a href="mailto:stuart.davison@bcu.ac.uk">stuart.davison@bcu.ac.uk</a>
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Jean Dyson	Art & Design Subject Tutor	0121 331 5179 <a href="mailto:jean.dyson@bcu.ac.uk">jean.dyson@bcu.ac.uk</a>
Tracey Goodyere	Design & Technology Subject Leader	0121 331 7369 <a href="mailto:tracey.goodyere@bcu.ac.uk">tracey.goodyere@bcu.ac.uk</a>
Helen Handford	English Subject Tutor	<a href="mailto:Helen.handford@bcu.ac.uk">Helen.handford@bcu.ac.uk</a>
Michele Hargrave	Music Subject Tutor	<a href="mailto:michele.hargrave@bcu.ac.uk">michele.hargrave@bcu.ac.uk</a>
Grant Huddleston	PE Subject Tutor	<a href="mailto:Grant.huddleston@bcu.ac.uk">Grant.huddleston@bcu.ac.uk</a>
Helen Lowther	Mathematics Subject Tutor	0121 331 7726 <a href="mailto:helen.lowther@bcu.ac.uk">helen.lowther@bcu.ac.uk</a>
Don Newton	Mathematics Subject Leader	0121 331 7726 <a href="mailto:don.newton@bcu.ac.uk">don.newton@bcu.ac.uk</a>
Paul Sanders	Geography Subject Tutor School Direct	0121 331 6610 <a href="mailto:paul.sanders@bcu.ac.uk">paul.sanders@bcu.ac.uk</a>
Shahla Sheasby	Science Subject Tutor	<a href="mailto:shahla.sheasby@bcu.ac.uk">shahla.sheasby@bcu.ac.uk</a>
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Helen Thomas	Science Subject Leader	0121 331 7342 <a href="mailto:helen.thomas@bcu.ac.uk">helen.thomas@bcu.ac.uk</a>
Simon Tresidder	SKE Programme Lead & Science Subject Tutor	0121 331 7660 <a href="mailto:simon.tresidder@bcu.ac.uk">simon.tresidder@bcu.ac.uk</a>
Shane Walsh	Mathematics Subject Tutor	<a href="mailto:shane.walsh@bcu.ac.uk">shane.walsh@bcu.ac.uk</a>
Jennifer Whitford	Religious Education Subject Leader	0121 331 7614 <a href="mailto:jennifer.whitford@bcu.ac.uk">jennifer.whitford@bcu.ac.uk</a>
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Davinder Dosanjh	Head of Dept. Secondary & Post Compulsory Education	0121 331 6865 <a href="mailto:davinder.dosanjh@bcu.ac.uk">davinder.dosanjh@bcu.ac.uk</a>
Helen Yorke	Director of Education Partnerships	0121 331 7355 <a href="mailto:helen.yorke@bcu.ac.uk">helen.yorke@bcu.ac.uk</a>

\*Please note that the best method of contact for a swift response from a subject tutor is email contact.

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# Strategic Leadership Committee

The purpose of the Strategic Leadership Committee is to ensure that the future direction of the BCU PGCE programme is driven by a focus on school-led issues. The role of the Chair, professional and subject mentor reps on the Strategic Leadership Committee is to collect feedback from regional schools and to represent them to ensure that the future workforce requirements of partner schools are gathered, collated and implemented as focussed actions for the PGCE programme.

The Strategic Leadership Committee:

- Directly challenges the course team on their improvement plan and their self-evaluation documentation.
- Gathers mentor feedback on placements and the course, and considers trainee feedback through evaluations.
- Provides an essential bridge between HE research and school practice leading to evidence based research and evidence based practice.

If any of our partners would like to provide an input to the Strategic Leadership Committee please contact our Chair Kirsten Pearce [kirsten.pearce@ctckingshurst.academy](mailto:kirsten.pearce@ctckingshurst.academy)

# Birmingham City University Secondary School Training Routes



Secondary ITT

## Secondary Teacher Training Routes

Birmingham City University School of Education supports Secondary School trainee teachers through three distinct teacher training pathways which all provide the opportunity for trainees to be awarded with QTS and a PGCE. The three pathways include a Core PGCE programme, School Direct and the Teach First PGCE. Some schools support our trainees through more than one training route and university tutors work across the three programmes. There are key contacts that you can communicate with on each of the three teacher training routes if you have a specific question about the route that your trainee is following, and any communication that university makes with school will indicate specifically on the correspondence which route we are contacting about.

It is important for our mentors to recognise that the three routes follow different programmes of study, and therefore the requirements of our mentors on each programme are different. Trainees will follow different modules and will be assessed at different times within the academic year. Where possible university tutors within the School of Education have tried to ensure that practice across the three routes is consistent and comparable, however we suggest that mentors are aware of the route that their trainee is following and recognise that this training route may be different to other routes that Birmingham City University trainees are following within their school.

Route	Description	Partnership Page	Trainee Assessments	Key Contacts
<b>Core PGCE</b>	The Core PGCE route places trainees in two contrasting schools over the training year. Trainees gain substantial school based experience whilst studying theory at weekly university workshop days. The partnership trains secondary school teachers of Art & Design, Design and Technology (Food, Product Design and Textiles), Drama, Mathematics, Music, Science (Biology, Chemistry and Physics), RE and Computer Science. Partnership schools receive payments for their work with trainees.	<a href="http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships">http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships</a>	Block Placement A: Midpoint Review, End of Placement Report, Internal School Moderation Block Placement B: Midpoint Review, End of Placement Report, Internal School Moderation Assignment Module 1 (Professional Studies) Assignment Module 2 (Subject Pedagogy) Assignment Module 3 (Professional Enquiry) School Experience Progress Journal (SEPJ); Year Long	Kelly Davey Nicklin- Programme Leader 0121 331 5176 Sarah Bonser – Partnership Lead 0121 331 7736 Craig Davis – Placements Programme Administrator 0121 331 6591
<b>School Direct PGCE</b>	The School Direct route offers a tailored training programme that will meet the needs of training schools, their pupils, their teachers and their trainees. The training programme is designed by schools working in partnership with our university	<a href="http://www.bcu.ac.uk/education/partnerships-and-collaborations/school-direct">http://www.bcu.ac.uk/education/partnerships-and-collaborations/school-direct</a>	This will depend on the agreement between the partner school and the university	Kelly Davey Nicklin – Programme Leader 0121 331 5176 Sarah Bonser – Partnership Lead 0121 331 7736 Craig Davis – Placements Programme Administrator 0121 331 6591
<b>Teach First PGCE</b>	Teach First offer trainee teachers a two-year Leadership Development Programme (LDP) and the University awards the PGCE and QTS. Trainees are placed in a local employing school and begin to teach 60% of a qualified teacher's timetable from September 1 <sup>st</sup> . Trainee progress is continually monitored and supported by employing schools, Birmingham City University and Teach First.	<a href="http://www.bcu.ac.uk/education/partnerships-and-collaborations/teach-first">http://www.bcu.ac.uk/education/partnerships-and-collaborations/teach-first</a>	Summer Institute: June & July including a written assignment that must be passed to begin the course in September Termly Reports: December, March, June Assignment Module 1 (Emerging Philosophy of Teaching and Learning); January Assignment Module 2 (Leading Learning in the Community); May year 1 Assignment Module 3 (Collaborative Learning and Development); May year 2 Assignment Module 4 (Extending Impact and Influencing Others); May year 2 BlueSky Journal: Year long QTS Portfolio: Year long year 1	Caroline Montgomery - Programme Director (West Midlands) 0121 331 7277 Leanne Gould – Programme Director (East Midlands) 0121 331 6742 Sarah Bonser – Partnership Lead 0121 331 7736 Nathan Hawkins - Programme Administrator 0121 331 7699 Michelle Young - Programme Administrator 0121 331 7608

# Course and Placements Overview PGCE and School Direct

Prior to enrolment at BCU trainee teachers spend one week in a Secondary School of their choice '**Home-Based School Experience**' and follow faculty suggested guidance to prepare them for the start of their PGCE training programme. Over the training year trainee teachers undertake teaching practices in two contrasting schools which provide a supportive training environment with progressively more challenging learning opportunities. For the **Block A placement**, trainees are usually paired in their subject on the Core route. For the **Block B placement** trainees are not paired and are placed in a contrasting school from their Block A placement. School Direct trainees are likely to be placed in two different schools during the Block B placement (usually returning to the host school for the last part of the course).

## Block A Experience - Introductory weeks before half-term (Tuesday to Friday, 26<sup>th</sup> September - 20<sup>th</sup> October 2017)

- Structured observations and relevant directed tasks.
- Agree teaching timetable.
- Draft and revise units of work.
- Trainees experience a limited amount of teaching in a supported framework the expectation is that full teaching of some lessons takes place before half-term (enough to inform the midpoint review assessment on 10<sup>th</sup> November 2017).
- Completion of specific tasks in their School Experience Progress Journal (SEPJ).

## Block A Experience – After half-term (Tuesday to Friday, 31<sup>st</sup> October- 22<sup>nd</sup> December 2017)

- Midpoint Review due in on **Friday 10<sup>th</sup> November 2017**.
- Trainees teach **14 hours of a subject timetable between them** (teaching can include team teaching with mentor, paired teaching with other trainees and solo teaching). Each individual trainee must lead on 7 hours of teaching and partner for 7 hours making 14 hours in total. For School Direct trainees the same number of hours applies (7 per trainee).
- Timetabled opportunity (one day) to spend time in a feeder **Primary school**.
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Gain familiarity with a second subject where appropriate.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **22<sup>nd</sup> December 2017**.

## Block B Experience – Introductory weeks before half-term (Tuesday to Friday, 23<sup>rd</sup> January - 16<sup>th</sup> February 2018)

- Structured observations and relevant directed tasks.
- Agree teaching timetable for block placements including form tutor role and a one week 'Enrichment' placement. 'Enrichment' placements should enable trainees to further develop their experience and understanding in an aspect of their training not yet addressed (e.g. post-16 teaching, EAL, SEND, etc.) Post-16 should be prioritised for the 'Enrichment' placement if there is no provision for this in either the trainees' Block A or Block B placements. The 'Enrichment' placement should take place in a different school.
- Draft and revise units of work/ undertake preparatory tasks.
- Completion of specific tasks in the SEPJ.

## Block B School Experience – After half-term (Monday – Friday, 26<sup>th</sup> February- 25<sup>th</sup> May)

- Midpoint Review due in on **Friday 9<sup>th</sup> March 2018**.
- Trainees teach **15 hours of their first subject per week**.
- Trainees undertake the range of duties and responsibilities expected of NQTs (form tutoring, break duties, reporting to parents, meetings and contributing to the life and ethos of the school).
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Trainee to complete their 'Enrichment' placement (5 days) as outlined above.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **Friday 25<sup>th</sup> May 2018**.



## Progress Review Days

These are days when trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.

## Year Overview

	2017/18 W/C	Monday	Tuesday	Wednesday	Thursday	Friday
05	28 August	HBSE (in advance)				Induction & enrolment
06	04 September	<b>University-based training week (Professional Studies)</b>				
07	11 September	<b>University-based training week (Professional Studies)</b>				
08	18 September	<b>University-based training week (Professional Studies, Mentor training Weds 20<sup>th</sup> Sept)</b>				
09	25 September	Subject Workshop BCU	School 1	School 1	School 1	School 1
10	02 October	Subject Workshop BCU	School 1	School 1	School 1	School 1
11	09 October	Subject Workshop BCU	School 1	School 1	School 1	School 1
12	16 October	Subject Workshop BCU	School 1	School 1	School 1	School 1
13	23 October	<b>Block A Planning &amp; Preparation/School Half Term</b>				
14	30 October	Subject Workshop BCU	School 1	School 1	School 1	School 1
15	06 November	Subject Workshop BCU	School 1	School 1	School 1	School 1
16	13 November	Progress Review Mtg BCU	School 1	School 1	School 1	School 1
17	20 November	Subject Workshop BCU	School 1	School 1	School 1	School 1
18	27 November	Subject Workshop BCU	School 1	School 1	School 1	School 1
19	04 December	Reading & Study Day BCU	School 1	School 1	School 1	School 1
20	11 December	Subject Workshop BCU	School 1	School 1	School 1	School 1
21	18 December	Subject Workshop BCU	School 1	School 1	School 1	School 1
22	25 December	<b>Christmas Holiday</b>				
23	01 January					
24	08 January	<b>University-based training week (Professional Studies)</b>				
25	15 January	<b>University-based training week (Professional Studies, Mentor training Weds 17<sup>th</sup> Jan)</b>				
26	22 January	Subject Workshop BCU	School 2	School 2	School 2	School 2
27	29 January	Subject Workshop BCU	School 2	School 2	School 2	School 2
28	05 February	Prof Studies Day BCU	School 2	School 2	School 2	School 2
29	12 February	Prof Enquiry Day 1 BCU	School 2	School 2	School 2	School 2
30	19 February	<b>Block B Planning &amp; Preparation/School Half Term</b>				
31	26 February	School 2	School 2	School 2	School 2	School 2
32	05 March	School 2	School 2	School 2	School 2	School 2
33	12 March	Progress Review Mtg BCU	School 2	School 2	School 2	School 2
34	19 March	School 2	School 2	School 2	School 2	School 2
35	26 March	School 2	School 2	School 2	School 2	<b>Easter</b>
36	02 April	<b>Easter Holiday</b>				
37	09 April					
38	16 April	Prof Enquiry Day 2 BCU	School 2	School 2	School 2	School 2
39	23 April	School 2	School 2	School 2	School 2	School 2
40	30 April	School 2	School 2	School 2	School 2	School 2
41	07 May	Bank Holiday	School 2	School 2	School 2	School 2
42	14 May	School 2	School 2	School 2	School 2	School 2
43	21 May	School 2	School 2	School 2	School 2	School 2

44	28 May	<b>School Half Term – End of Block B placement</b>
45	04 June	<b>Research Phase</b>
46	11 June	
47	18 June	
48	25 June	<b>University- Final Week</b>

Subject Workshop days and other BCU days in blue indicate sessions where external School Direct or SCITT trainees attend BCU (as agreed with the partnership director – this may not apply to all external partners).

## Key Dates

### Assignment Submission Dates

Module / Assignment	Formative Feedback Date	Final Submission Date
Pre course task Diagnostic Assignment	N/A	22/9/17
EDU7344 School Experience 1	10/11/17 (Midpoint Review)	22/12/17 (End of placement report)
EDU7343 Professional Studies	13/11/17	8/1/18
EDU7346 Secondary Subject Pedagogy	12/3/18	16/4/18
EDU7344 School Experience 2	9/03/18 (Midpoint Review)	25/5/18 (End of placement report)
EDU7342 Professional Enquiry	12/03/18	'Core' Presentations: 19/6/18 or 20/6/18  'School Direct' Presentations (RSA, Haybridge, Coventry SCITT): 18/6/18

### Block A School Experience Key Dates

School Experience 2		
Midpoint Review	10/11/17	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a>
Progress review meeting 2	13/11/17	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.
End of Placement Report	22/12/17	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a>
Placement Evaluation	22/12/17	A link to the online placement evaluation will be emailed out to all subject and professional mentors.

## Block B School Experience Key Dates

School Experience 2		
Midpoint Review	10/3/18	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a>
Progress review 4	12/3/18	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.
Professional Enquiry Day 2	16/04/18	Trainees are required to attend University for the day for activities relating to their Professional Enquiry assignment.
End of Placement Report	25/5/18	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a> (Please note that part of this document needs to be signed using a hand written signature, Scanned versions sent via email are accepted.)
Placement Evaluation	25/5/18	A link to the online placement evaluation will be emailed out to all subject and professional mentors

## Professional/ Subject Training Overview

Throughout the training year the University runs compulsory professional and subject training days which trainees attend before either the school 1 or school 2 placements and on Fridays during the placement period. The university based training days develop the trainee's knowledge of professional and subject teaching issues.

Professional Studies Year Long Plan	
Date	Topics Covered
4/9/17	<ul style="list-style-type: none"> <li>• The Teachers' Standards</li> <li>• Professional Identity</li> <li>• </li> </ul>
5/9/17	<ul style="list-style-type: none"> <li>• Digital Identities</li> <li>• Chartered College of Teaching</li> <li>• Safe guarding part 1</li> </ul>
6/9/17	<ul style="list-style-type: none"> <li>• Scheme of work planning</li> <li>• Lesson planning</li> </ul>
7/9/17	<ul style="list-style-type: none"> <li>• Working with Parents and Carers</li> <li>• Professional Studies and assignment briefing</li> </ul>
11/9/17	<ul style="list-style-type: none"> <li>• Learning Theories</li> <li>• Modelling and scaffolding</li> </ul>
12/9/167	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Promoting good progress (more able and disadvantaged learners)</li> </ul>
13/9/17	<ul style="list-style-type: none"> <li>• National and Local curriculums</li> <li>• School 1 briefing</li> </ul>
14/9/17	<ul style="list-style-type: none"> <li>• Group work vs Independent learning</li> <li>• Writing at Level 7</li> <li>• Reading and referencing</li> </ul>
19/9/17	<ul style="list-style-type: none"> <li>• Diversity in Regional Contexts</li> <li>• Prevent training</li> </ul>
20/917	<ul style="list-style-type: none"> <li>• SEND part 1</li> <li>• EAL</li> </ul>
21/9/17	<ul style="list-style-type: none"> <li>• LPSHE</li> <li>• Mindfulness and wellbeing</li> </ul>
9/01/18	<ul style="list-style-type: none"> <li>• SEND Part 2</li> </ul>
10/01/18	<ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Behaviour part 2</li> </ul>
11/01/18	<ul style="list-style-type: none"> <li>• SMSC and British Values</li> </ul>

	<ul style="list-style-type: none"> <li>• SRE</li> </ul>
12/01/18	<ul style="list-style-type: none"> <li>• Safeguarding part 2</li> </ul>
16/01/18	<ul style="list-style-type: none"> <li>• Policy landscape</li> <li>• School 2 Briefing</li> </ul>
17/01/18	<ul style="list-style-type: none"> <li>• School Governance</li> <li>• The Role of Ofsted</li> </ul>
18/01/18	<ul style="list-style-type: none"> <li>• Employability</li> </ul>
19/01/18	<ul style="list-style-type: none"> <li>• Using data</li> </ul>

# Key Mentor and Trainee Documentation

Partner schools are reminded that the Secondary Partnership website includes the key documents relating to the PGCE Secondary and School Direct course for partner schools. The resources below can be found by navigating the tabs on the partnership homepage: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/overview>

## Placement documentation:

- **Midpoint Review-** Analyses the progress at the midpoint of the placement against the Teachers' Standards. A Midpoint review is completed during both school placement 1 and 2 by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process.
- **Trainee Support Framework-** Outlines the process of extra support through support plans to a cause for concern.
- **End of Placement Report Form-** A summative report of the trainee's attainment at the end of the school placement. The end of placement report form is completed by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process.
- **Internal School Moderation Form (school 2 placements only) -** A record of internal school moderation of trainee teachers. Moderation should be conducted by the professional mentor or a mentor from a different subject area in discussion with the subject mentor with responsibility for the trainee.
- **Placement Evaluation-** This will be sent out to partner schools with further instructions via the BCU placements office.

## Weekly documentation:

- **School Experience Progress Journal (SEPJ) -** Evidences progress over a placement. It provides a structure for weekly target setting, reflection and the collection of evidence and should be used to inform weekly mentor meetings. The SEPJ contains tasks that must be completed during the school placement.
- **Review and Analysis Forms (R&A) -** These are the forms where formal observations must be recorded. It is expected that trainees will be observed twice per week as a minimum. Written formative feedback will be provided on an R&A form which focusses on three Teaching Standards. These standards will be assessed using the university formative descriptors for trainees which grades trainees as 'Emerging, Establishing, Embedding or Enhancing'.
- **Formative Descriptors for Trainees (teaching standards tracker) -** Formative feedback guidance produced through collaboration between UCET and the HEA. The guidance provides a set of statements that outline the minimum standard that can be expected of trainee teachers at each stage of their development 'Emerging- Enhancing'. This document is used during observations and when completing formal/informal reviews of trainee progress.

## Documents for Trainees:

- **Unit of work and lesson plan template-** For mentors to sign off prior to a trainees teaching.
  - **BCU Timetable Template-** For trainees to upload to Moodle so that university tutors know trainee timetables.
  - **Professional Progress Pen Portrait**
  - **Subject Knowledge Action Plan**
  - **Professional Practice Audit**
- Should be reviewed by mentors to support the setup of the placement.

# Roles and Responsibilities

## The Professional Mentor:

- Organises and quality assures a trainee teachers' programme of activities during any induction stage and outside of the specialist subject
- Ensures that trainee teachers will not at any point be asked to cover for absent teachers
- Ensures that at all times trainee teachers are under the supervision of a qualified teacher
- Assigns trainee teachers to a tutor group
- Arranges opportunities for observation outside the specialist subject
- Arranges opportunities for experience in a second subject during block placements
- Arranges for trainees to visit feeder Primary schools in Block A and for post 16 experience in Block B (if not experienced in Block A)
- Provides opportunities for trainee teachers to attend appropriate school meetings
- Provides an appropriate CPD programme to complement the professional training provided at university covering whole school issues
- Monitors and contribute to a trainee teachers' completion of the SEPJ tasks
- Observes the trainee teaching **at least once** per placement through the completion of a **joint observation** with the subject mentor and gives feedback using the university R&A form
- Moderates the subject mentor's assessment of the trainee teacher
- Provides support for subject mentors in target setting and assessment
- Contributes to the completion of the End of Placement Report
- Quality assures subject mentoring in school, ensuring that subject mentors complete the duties outlined below.

## The Subject Mentor:

- Organises a programme of observation and teaching within the specialist subject across different ages and abilities
- Supports the development of subject specific pedagogies and strategies for learning and teaching whilst developing a subject ethos and philosophy
- Provides access to the subject department's units (schemes) of work and relevant examination specifications materials
- Supports and guides the lesson planning process for the preparation of units of work
- Ensures the opportunity for trainee teachers to teach their specialist subject, as appropriate to the stage of training, including KS3, KS4, and, where possible, post-16 groups
- Provides access to relevant pupil information, such as assessment records and IEPs
- Assesses the quality of the SEPJ tasks
- Observes the trainee teaching **two times per week as a minimum** and provides written feedback on the university R&A form.
- Completes **at least one joint observation with the professional mentor** and **at least one joint observation with a university tutor** per placement.
- Signs off units of work before the trainee begins to teach.
- Provides a timetabled weekly review and guidance session.

- Reports progress of trainee teachers 'with professional mentors and university tutors.
- Provides opportunities for checking, signing and grading (where appropriate) SEPJ tasks which contributes to the achievement of the Teachers' Standards.
- Sets future Teachers' Standards targets, using the Weekly Review sheet.
- Regularly scrutinises trainee teachers' School Experience Files, including their written evaluations of teaching and their assessment records during Block placements
- Contributes to the Mid-point review indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern
- Contributes to End of Placement Report at the end of each placement.
- Provides a final assessment of the trainee teacher's achievement of the Teachers' Standards (**Block B only**).
- Assists with drafting the Career Entry and Development Profile (**Block B only**).

Where trainees are teaching classes other than the subject mentor's we would encourage the class teacher to observe, both formally and informally, and give feedback. However, it is important that the subject mentor manages the process to ensure that the training experience remains coherent and targeted.

### The University Tutor:

- Is a subject specialist tutor who supports the trainee throughout the PGCE programme.
- Is responsible for placing the trainee in their Block A and Block B placements (with the exception of School Direct) and ensuring that these offer a contrasting experience.
- Holds termly progress review meetings with trainees to discuss their progress towards achieving the Teachers' Standards.
- Is accountable for the delivery of PGCE modules and the marking and feedback of assignments (for those trainees following the Core route).
- Quality assures the quality of the SEPJ tasks.
- Agrees and monitors targets in relation to subject knowledge based on the subject knowledge audit.
- Provides an initial visit to each placement school to quality assure the provision.
- Visits the trainee **at least once** during Block A and Block B placements.
- Liaises with subject and professional mentors to ensure that appropriate training and CPD is provided throughout the placement.
- Jointly **observes the trainee teaching at least once** per placement **with the subject mentor**.
- Moderates the assessments made by school including lesson observations, feedback and the end of placement report.
- Liaises with placement schools to ensure that trainees are provided with Post- 16 experience.
- Recommends and assists in the organisation of visits by external examiners.
- Supports the trainee to complete their Career Entry Development Profile.
- Provides the trainees with a reference.



### The Trainee Teacher:

- Will attend all taught sessions in the Faculty and carefully read all the information they are given to prepare themselves for school experience.
- Must attend timetabled progress review meetings in the Faculty and prepare for these as appropriate.
- Must be aware of the requirements for each placement and professionally negotiate an appropriate timetable which must include weekly timetabled training with mentors.
- Are responsible for their development towards meeting their agreed targets and the accumulation of appropriate evidence.
- Are responsible for their SEPJ and the evidence within it to demonstrate their progress towards the Teachers' Standards.
- Must follow guidelines for the professional behaviour expected in schools and demonstrate that they are meeting Part Two of the Teachers' Standards.
- Must work within the safeguarding protocols of the placement school.
- Must follow the requirements for school experience in relation to medium and short term planning, and ensure that units of work are signed by subject mentors before they can begin teaching.
- Should act upon advice given and targets set by mentors and tutors.
- Should negotiate appropriate learning opportunities for themselves.
- Is responsible for supporting the learning of pupils and passing on information to the class teacher.
- Is responsible for keeping their subject knowledge up to date.
- Is responsible for setting cover for classes that they would be teaching if they are not in school.

# Observation and feedback in as a Professional Mentor

Subject mentors should formally observe trainees teach **at least two lessons per week** and give trainee teachers written feedback using Review and Analysis forms. The Review and Analysis form alongside the formative descriptors for trainee teachers on the Birmingham City University Teachers' Standards tracker should be used to indicate trainees' progress towards meeting the Teachers' Standards. The use of the formative descriptors helps the trainees and mentors to devise and take 'next steps' towards progress targets. Additionally, the descriptors strengthen consistency across the partnership by helping mentors, tutors and trainees to articulate the expectations that we have for achieving each of the Teachers' Standards.

## Formative Descriptors for Trainees (Teachers' Standards Tracker)

Formative feedback guidance is set out for each Standard using progressive headings:

**Emerging → Establishing → Embedding → Enhancing**



<b>S1: Set high expectations which inspire, motivate and challenge pupils</b>				
<b>Standard Prompts</b>	<b>Emerging (EMG)</b>	<b>Establishing (EST)</b>	<b>Embedding (EMB)</b>	<b>Enhancing (ENH)</b>
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect	<p>Unable to demonstrate the ability to encourage pupils to participate and contribute and/or create an atmosphere conducive to learning.</p> <p>Inadequate or inconsistent rapport developed with individuals and groups such that engagement in learning is hampered.</p> <p>Regularly require the intervention of other professionals to assist in maintaining a purposeful and safe learning environment.</p>	<p>Demonstrate the ability to encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Develop a rapport with a range of individuals and groups so that most pupils are engaged in their learning.</p> <p>Routinely demonstrate the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.</p>	<p>Usually encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Show respect for, and be well respected by, learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate an extended range of strategies to establish and maintain a purposeful learning environment.</p>	<p>Consistently encourage pupils to participate and contribute in an atmosphere highly conducive to learning.</p> <p>Show high levels of mutual respect between the trainee and pupils. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate innovative and creative strategies to establish and maintain a purposeful and safe learning environment.</p>
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Routinely requires the support of another professional to set goals that stretch and challenge pupils.	Routinely set goals that engage most pupils in their learning including those from the range of backgrounds represented and with special educational needs and/or disabilities.	Set goals that motivate, enthuse and motivate most pupils.	Set goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils.
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	<p>Unable to demonstrate positive attitudes, values and behaviour. Shows inconsistent or unequal respect for pupils, colleagues, parents/carers and lacking support for the ethos of the school. Unable to demonstrate sufficient enthusiasm for working with pupils and/or for teaching and learning.</p>	<p>Be able to demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and support the ethos of the school. Demonstrate enthusiasm for working with pupils and for teaching and learning.</p>	<p>Usually demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and actively support the ethos of the school. Most learners are enthused and motivated to actively participate in their learning.</p>	<p>Consistently demonstrate positive attitudes, values and behaviours. Show high levels of respect for pupils, colleagues, parents/carers and energetically support the ethos of the school. Generate high levels of enthusiasm, participation and commitment to learning for all pupils.</p>

For formative feedback purposes only, guidance is given for each sub-heading of each Standard. The language of the formative descriptors should be adopted during written and verbal feedback. This is to support trainees and mentor to *track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard* (DfE). Please see the notes on summative assessment below.

The statements in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The formative feedback helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Judgements from observations will be based on an assessment of the available evidence to decide which descriptor provides the 'best fit'. Formative feedback must be given for **achievement only**, not effort, intention or as a motivator

## Review and Analysis Forms

All formal lesson observations must be completed using the BCU Review and Analysis forms (R&A). A copy can be downloaded at: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/documentation>

<p style="text-align: center;">PGCE Secondary Review and Analysis Form</p> <p style="text-align: center;"> BIRMINGHAM CITY University</p> <p><b>Trainee Name:</b> _____</p> <p><b>School:</b> _____</p> <p><b>Date of Observation/Discussion:</b> _____</p> <p><b>Sheet Number:</b> _____</p> <p><b>Subject:</b> _____</p> <p><b>Class Taught:</b> _____</p> <p><b>Placement (circle):</b> Sch 1      Sch 2</p> <p><i>List below the Standard(s) being targeted during the lesson observation or review and guidance session:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Teachers' Standard(s) and Standard Prompts observed or discussed:</th> <th style="width: 20%;">Formative Feedback</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"><b>Choose only 3 standards to focus on</b></td> <td style="text-align: center;"><b>Assessment (Emerging)</b></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table> <p><b>PART A:</b> Formative comments from observations OR summary of training session/discussion:</p> <ul style="list-style-type: none"> <li>Use the language on the Standards Tracker to provide feedback on what is observed.</li> <li>Comment on the progress within the 3 identified standards</li> <li>Refer explicitly to the standard strands (5a, 6b) within the feedback</li> <li>Strengths and areas for development are determined in terms progress against the teaching standards</li> </ul>	Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback	<b>Choose only 3 standards to focus on</b>	<b>Assessment (Emerging)</b>					<p style="text-align: center;">PGCE Secondary Review and Analysis Form</p> <p style="text-align: center;"> BIRMINGHAM CITY University</p> <p><b>Part B: Lesson Summary and Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Lesson strengths: (three minimum)</th> <th style="width: 30%;">Teachers' Standard(s) no(s) to be added:</th> </tr> </thead> <tbody> <tr> <td style="height: 100px; vertical-align: top;"> <b>List strengths linked to the 3 focus standards, refer explicitly to the standard strands</b> </td> <td></td> </tr> <tr> <td style="height: 100px; vertical-align: top;">                     Developmental targets arising out of the lesson: (one minimum, no more than three).                       How can the trainee promote better pupil learning and progress?                 </td> <td style="vertical-align: top;">                     Teachers' Standard(s) no(s) to be added:                 </td> </tr> <tr> <td style="height: 100px; vertical-align: top;"> <b>Provide targets that are linked to the 3 focus standards- try not to use the same strands as a strengths and developmental area</b> </td> <td></td> </tr> <tr> <td style="height: 100px; vertical-align: top;">                     Subject specific target(s)                     <ul style="list-style-type: none"> <li></li> <li></li> </ul> </td> <td></td> </tr> </tbody> </table> <p style="text-align: right; margin-top: 20px;"> <b>Signed (Mentor):</b> _____  <b>Signed (Trainee):</b> _____  <b>Date:</b> _____                 </p>	Lesson strengths: (three minimum)	Teachers' Standard(s) no(s) to be added:	<b>List strengths linked to the 3 focus standards, refer explicitly to the standard strands</b>		Developmental targets arising out of the lesson: (one minimum, no more than three).  How can the trainee promote better pupil learning and progress?	Teachers' Standard(s) no(s) to be added:	<b>Provide targets that are linked to the 3 focus standards- try not to use the same strands as a strengths and developmental area</b>		Subject specific target(s) <ul style="list-style-type: none"> <li></li> <li></li> </ul>	
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## Professional Mentor R&A form examples

List below the Standard(s) being targeted during the lesson observation or review and guidance session:

Teachers' Standard(s) and Standard Prompts observed or discussed	Formative Feedback
4. Plan and teach well structured lessons Develop understanding through an effective use of lesson time	Emerging (EMG)
6. Make accurate and productive use of assessment Make use of assessment to secure learners progress	Emerging (EMG)
7. Manage behaviour effectively to ensure a good and safe learning environment Have clear rules and routines for behaviour	Emerging (EMG)

### Part A: Comments from observations OR summary of training session/discussion:

Learners enter after lunch and you manage this class by directing them to 10 minutes of 'private reading'. The purpose of this activity is clear on your lesson plan, you want to enhance literacy and settle the group to create an effective learning climate. Instructions are clear on the board and learners settle quickly into their routine (7a). You confidently and calmly challenge learners that are not in their seating plan and re-direct them to where they should be (7a). To ensure learners had only 10 minutes of reading and to maintain the pace of the lesson you used a timer effectively. Whilst learners are reading you circulate and set up the next learning activity, and re-focus those who are off task (7c). Did you take the register during this time? You stop the reading activity after 10 minutes and ask learners to put their books away, how does this change the atmosphere in the classroom after you have just settled them (7a)? All activities, even settlers should promote learning and progress, how do you know all learners were reading and following a narrative? How could you have quickly collected feedback on what your learners are reading about (6b)?

Learners have post it notes under their chairs with discussion questions (4a), 'who is most likely to'... learners discuss who in the class fits the profile. You question learners to ensure they say why they chose the person they did (4a). You question learners to unpick their understanding of the key word 'deduction'. You use the dictionary definition to explain deduction to learners and then ask them to write their own definition, how many learners wrote the definition independent of the dictionary definition? Consider reversing this activity, how much more effective would it have been to use a 'think, pair, share' to see what learners think/ know before you tell them the dictionary definition (6b). Why not collect feedback on your learners own definitions (6c).

Learners discuss answers to questions about their childhood. How did you build on learners' knowledge of deduction (4a)? Learners have questions about their future? How did you build on learners' knowledge of deduction (4a)? What was the intended learning with this activity (4a)? Do learners know what their learning outcomes for the lesson are and the purpose of this activity? How do you know that learners discussed their past and present experiences and aspirations and made sense of them (6c). Again, good use of the timer. Learners are counted down to silent when you want to talk. All learners respond, indicating the rules and routines you have established (7a).

You explain to learners how to create a 'river of life'. You insist on silence whilst you deliver the activity (7a). This is an interesting activity, however how does this activity link to their key word deduction? What learning do you want to take place during this activity? What are the outcomes (4a)? How could you have promoted numeracy here? You circulate the room well and offer verbal praise (7d). What feedback did you collect after finishing the 'river of life'? what progress did learners make (6b).

You finish the lesson asking learners to reflect on what they have learned today, how did you link this to the purpose of the lesson and lesson outcomes (4a)? This is good practice that you are beginning to develop, how did you use the activity to be sure that your learners left your room with the knowledge you desired? (6b).

Your group has just changed due to whole school set changes. You are 'getting used to' and building routines with a new set of learners and you are re-discovering their strengths and weaknesses.

### Part B: Lesson Summary and Targets:

(Not all questions may be appropriate in the earliest stages of training)

<b>Lesson strengths: (three minimum)</b> You manage entrance routine to help learners to enter quickly and quietly You circulate to support learners to remain focussed You have planned an interesting activity that learners want to complete	<b>Teachers' Standard(s) no(s) to be added:</b> 7a 7b 4b
<b>Developmental targets arising out of this lesson: (one minimum, no more than three).</b> <b>How can the participant promote better pupil learning and progress?</b> <ul style="list-style-type: none"> <li>Use your mentor meetings to support you to revise your learning outcomes. They need to be assessable</li> <li>Plan activities that allow learners to make progress towards your lesson outcomes, and to demonstrate their progress towards succeeding</li> <li>Begin to make use of formative assessment strategies</li> </ul> <b>Subject specific target(s)</b> Enter text here Enter text here	<b>Teachers' Standard(s) no(s) to be added:</b> 4a 4a 6b



Teachers' Standard(s) and Standard Prompts observed or discussed	Formative Feedback
1. Set high expectations which inspire, motivate and challenge pupils TS1bc	Establishing (EST)
4. Plan and teach well structured lessons TS4ab	Establishing (EST)
7. Manage behaviour effectively to ensure a good and safe learning environment TS7abd	Establishing (EST)

### Part A: Comments from observations or summary of training session/discussion:

<p>You greet your group at the door and they line up TS7a. You have an approachable manner with your group, but you control the entrance of your group carefully and are authoritative with those that do not follow your directions and seating plan TS7d.</p> <p>There is a starter activity displayed on the whiteboard TS4a and you have the group seated in 5 minutes – you direct the group to the starter and write a C1 sanction on the board for one pupil who is not complying TS7b. You give three minutes for the starter task and the group settle. The pupil behaviour is very challenging and you are insistent with your expectations and instructions – you sanction another pupil and record it on the whiteboard TS7abd. You circulate and offer praise for those working TS7c. You remain polite and calm throughout – well done TS1c. The group focus on the task and you record pupil names on the board for good work TS7c.</p> <p>The main task is displayed and the pupils copy out the LO. There is also a behaviour target on the board reminding pupils not to shout out but put their hands up TS7a. The group settle and a calm environment is achieved TS1a. There are still some key individuals who are displaying very challenging behaviour, but the majority of the group follow instructions. You are resolute with your expectations and continue to use the school sanction system to control behaviour TS7b. You send one pupil outside to talk privately to him TS7d.</p> <p>You have chosen a suitable stimulus picture for the main task with some key questions to consider and write down TS4a and you circulate to check on progress TS2a. You review the picture with the group and I am impressed that pupils put up their hands at this point. You remain polite and positive with pupil responses TS1c and express your upset with key individuals who shout out TS7cd. I have observed you with this group previously and your control has improved and, except for a few key individuals, the remainder of the group focus on the set task.</p> <p>You display the next thought-provoking stimulus pictures and this challenges and engages most of the group TS4b and they note down their ideas. I think it is a great idea to use the 'prompt bubbles' to help the pupils express their ideas TS4a. I think this is an effective scaffold and one pupil uses the prompts to clearly express how the pictures reflect discrimination.</p> <p>Your next image is that of the world's smallest athlete – this creates a reaction in the group, but you manage to regain the group focus to explain the task, which is again scaffolded to support your learners TS4a. Again the group settle, but the same key individuals are intent on disrupting the group – apart from these individuals, the remainder of the group focuses on the task and one pupil proudly shows me his work TS7c.</p> <p>You move on to link the stimulus pictures to a poem – this is effective planning TS4a. You ask one pupil to leave the classroom as he is being disruptive and on his way out a dispute erupts between this pupil and another. Well done for remaining composed throughout TS1c and calming the situation – this will be followed up with senior staff.</p> <p>You control the exit of your group TS7a.</p>
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### Part B: Lesson Summary and Targets:

*(Not all questions may be appropriate in the earliest stages of training)*

<p><b>Lesson strengths: (three minimum)</b></p> <p>Consistently positive, polite and professional manner.</p> <p>A very considered sequence of learning using stimulating images/material.</p> <p>You were insistent that rules and routines were followed.</p>	<p><b>Teachers' Standard(s) no(s) to be added:</b></p> <p>TS1c</p> <p>TS4a</p> <p>TS7a</p>
<p><b>Developmental targets arising out of this lesson: (one minimum, no more than three).</b></p> <p><b>How can the participant promote better pupil learning and progress?</b></p> <ul style="list-style-type: none"> <li>Consider the role of key summary points to check on progress and enabling pupils to reflect on progress.</li> <li>Use differentiation to respond to the different needs of pupils in your group.</li> <li>Enter text here</li> </ul> <p><b>Subject specific target(s)</b></p> <ul style="list-style-type: none"> <li>Enter text here</li> <li>Enter text here</li> </ul>	<p><b>Teachers' Standard(s) no(s) to be added:</b></p> <p>TS2ac</p> <p>TS5ab</p>

## Weekly mentor meetings

A weekly mentor meeting between the trainee teacher and the subject mentor should be timetabled, so that progress and achievement can be evaluated systematically and future targets set. To prepare for this meeting and to ensure that time is used productively, trainee teachers should complete the first part of the Weekly Review sheet (found in the SEPJ) in advance. This will then be discussed with the mentor and future targets agreed.

Weekly review meetings provide the opportunity to:

- Regularly work in partnership with their subject mentor
- Review progress made over the previous week
- Agree developmental targets to support progress over the forthcoming week
- Specifically discuss developments in subject knowledge and any emerging needs related to subject pedagogy
- Provide the opportunity for the trainee to discuss and make further progress towards the Teachers' Standards which have a subject specific dimension
- Identify any individual training needs and take actions to ensuring that needs are met
- Support the trainee to work collaboratively with other colleagues and professionals in school to support trainee professional development
- Monitor and sign off the SEPJ tasks

## References and Additional Information

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