



**BIRMINGHAM CITY**  
University

# BA/BSc Secondary Education with QTS **Subject Mentor Handbook**

# Key Contacts

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## 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.

# School Induction

## Your School Induction procedures should include:

- Child Protection and Safeguarding information
- Health and Safety Briefing
- Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning.
- Overview of the school day including: school routines eg. start and end of day, lunchtime, assemblies, extra-curricular activities, meetings.
- Overview of staff including roles and responsibilities
- Outline of the school's expectations including: time keeping, dress code, behaviour management, e safety, use of social media, planning
- Outline of the opportunities in school for trainees eg. involvement in an extra-curricular activity, in CPD, access to excellent practice
- Discuss protocol in observing, shadowing teachers, including completing observation forms and trainee actions
- Information about the context and ethos of the school and the school prospectus
- OFSTED report and the school's priorities
- A tour of the school and the school's facilities

Trainees have eight placement tasks to complete including other tasks that need to be completed. These will include getting to know the pupils they will be working with by observing and working with individuals and groups.

They will develop knowledge of many aspects including:

- Context of the school; drawing on Ofsted information.
- What it means to be professional – Transition from HE to the workplace
- General classroom routines.
- Adult support in the class - how it is used and when it is available.
- Subject knowledge and pedagogy.
- Begin to plan and teach learning episodes\*/lessons
- Planning lessons for learning
- Inclusion and provision for pupils with Special Educational Needs.
- Assessment for Learning strategies and summative and statutory assessment procedures.
- Behaviour Management - policy and practical approaches and general classroom routines.

## Timetable:

We recommend giving the trainees a timetable at the start of placement that will develop for the trainee. During the placement, they will begin to take responsibility for these classes. They can have additional lessons added to observe or support if agreed/necessary.

**Year One:** A timetable of five lessons (minimum) across the week, two of which taking place on Monday.

**Year Two:** A timetable of ten lessons (minimum) across the week.

# School Placement structure

## Year One - 30 day School Placement

### Block A **One Week** (January)

- Induction
- Paired Focussed Observation of teaching
- **4 x Joint Planning/Teaching\* of ‘small group of pupils’**
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development/Tracking of Subject Knowledge using SK Audit ( \*20 minutes episode)

### Block B **10 Consecutive Mondays Only** (Jan – April)

- **4 x Planning/Teaching learning episodes\*** (2 Paired Teaching and 2 Solo Teaching)
- Evidence feedback from mentors/class teachers for each learning episode using the BCU Learning Observation Record (LOR).
- Observation of teaching within subject specialisms.
- CPD to support university Tasks/allocation to tutor group
- Opportunity to carry out a Pupil Tracking exercise.
- Opportunity to carry out a pupil book scrutiny/marketing exercise (\*20 minute episode)

### **Progress check (April) – completed by subject mentor**

### Block C **Three Weeks** (June)

- **4 x Joint Planning/ Teaching full lessons\*** (paired teaching)
- **4 x Planning/Teaching full lessons\*** (2 Paired Teaching and 2 Solo Teaching)
- Evidence feedback from mentors/class teachers for each learning episode using the BCU Learning Observation Record (LOR).
- Observation of teaching within subject specialisms.
- CPD to support university Tasks/allocation to tutor group.
- Opportunity to carry out a Pupil Tracking exercise.
- Opportunity to carry out a pupil book scrutiny/marketing exercise

### **End of Placement report (June) – completed by subject mentor**

### **Enrichment 1 – KS2 Focus (June / July)**

## Year Two - 40 day School Placement

### **Enrichment 2 – SEND Focus (January)**

#### **Placement – One block of 40 days:**

##### **First Half (May-June)**

- Induction
- Focussed Observation of teaching
- **Responsibility for five lessons each week (minimum).**
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge audit from year one.
- Evidence feedback from mentors/class teachers for each taught lesson using the BCU Learning Observation Record (LOR).
- Observation of teaching within subject specialisms.

#### **Progress Check – completed by subject mentor**

##### **Second Half (June – July)**

- Focussed Observation of teaching
- **Responsibility/Shared Responsibility building to ten lessons each week (minimum)**
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge audit
- Evidence feedback from mentors/class teachers for each taught lesson using the BCU Learning Observation Record (LOR).
- Observation of teaching within subject specialisms.

#### **End of Placement report (July) – completed by subject mentor**

## Placement Summary and Documentation

<b>Year One 30 Day Placement</b>	<b>Teaching Assessment</b>	<b>Trainee</b>	<b>Subject mentor</b>	<b>Professional mentor</b>
<b>Block A</b> One week	4 x Joint planning/teaching of small group of pupils  <b>1<sup>st</sup> Visit by PDT in Block A/B</b>	Underline on the <b>BCU Tracker</b> Completes 1 x <b>Summary of Evidence</b> Completes 1 x <b>Trainee Reflection</b> <b>Completes Placement Tasks</b>	Completes LOR for all learning episodes  Short weekly meeting with trainee to discuss progress	Sets up Induction for Trainee Allocates time for whole school issues CPD / Inset during placement.
<b>Block B</b> 10 Consecutive Mondays	4 x planning/teaching learning episodes (2 paired and 2 solo)  <b>1<sup>st</sup> Visit by PDT in Block A/B</b>	Highlights <b>BCU Tracker</b> in Orange Completes 1 x <b>Summary of Evidence</b> Completes 1 x <b>Trainee Reflection</b> Submits <b>5 annotated pieces of evidence</b> to cover standards <b>Completes Placement Tasks</b>	Completes LOR for all learning episodes  Completes <b>Progress Check</b>  Short weekly meeting with trainee to discuss progress	
<b>Block C</b> Three week block	4 x joint planning/teaching full lessons (paired teaching) 4 x planning/teaching full lessons (2 paired and 2 solo)  <b>2<sup>nd</sup> Visit by PDT</b>	Highlights <b>BCU Tracker</b> in Green Completes 1 x <b>Summary of Evidence</b> Completes 1 x <b>Trainee Reflection</b> Submits <b>5 annotated pieces of evidence</b> to cover standards <b>Completes Placement Tasks</b>	Completes LOR for all learning episodes/lessons  Completes <b>End of Placement Report</b>  Short weekly meeting with trainee to discuss progress	Completes Internal School moderation

Trainees should update their **Subject Knowledge Audit** as they progress through the placement.

<b>Year Two 40 Day Placement</b>	<b>Teaching Assessment</b>	<b>Trainee</b>	<b>Subject mentor</b>	<b>Professional mentor</b>
<b>First Half</b> Four weeks	Build towards planning & teaching full lessons (five a week).  <b>1<sup>st</sup> Visit by PDT</b>	Highlights <b>BCU Tracker</b> in Orange Completes 1 x <b>Summary of Evidence</b> Completes 1 x <b>Trainee Reflection</b> Submits <b>5 annotated pieces of evidence</b> to cover standards <b>Completes Placement Tasks 1-4</b>	Completes LOR for all learning episodes  Completes <b>Progress Check</b>  Short weekly meeting with trainee to discuss progress	Sets up Induction for Trainee Allocates time for whole school issues CPD / Inset during placement.
<b>Second Half</b> Four weeks	Build towards planning & teaching full lessons (five a week).  <b>2<sup>nd</sup> Visit by PDT</b>	Highlights <b>BCU Tracker</b> in Green Completes 1 x <b>Summary of Evidence</b> Completes 1 x <b>Trainee Reflection</b> Submits <b>5 annotated pieces of evidence</b> to cover standards <b>Completes Placement Tasks 5-8</b>	Completes LOR for all learning episodes  Completes <b>End of Placement Report</b>  Short weekly meeting with trainee to discuss progress	Completes Internal School moderation

Trainees should update their **Subject Knowledge Audit** as they progress through 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 during the placement blocks
- Arranges opportunities for observation outside the specialist subject
- Arranges for trainees to visit a feeder Primary school (after Block D)
- Provides opportunities for trainee teachers to attend appropriate school meetings
- Observes the trainee teaching **at least once** through the completion of **Internal School Moderation** with the subject mentor and gives feedback using the university LOR form
- Contributes to the completion of the **End of Placement Report**

## The Subject Mentor:

- Organises a programme of observation and teaching within the specialist subject across different ages and abilities (including planning with the university tutor for the week long placements).
- 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 delivery of learning episodes and lessons.
- 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
- Completes **at least one Internal School Moderation with the professional mentor** and **at least one joint observation with a university tutor** (PDT)
- Reports progress of trainee teachers 'with professional mentors and university tutors.
- Completes the **Progress Check** indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern.
- Completes the **End of Placement Report**.



### The University Tutor (PDT):

- Is a subject specialist tutor who supports the trainee throughout the course.
- Holds progress tutorials with trainees to discuss their progress towards achieving the Teachers' Standards.
- Is accountable for the delivery of Education modules and the marking and feedback of assignments.
- 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 three times** across the 30 day placement.
- Liaises with subject and professional mentors to ensure that appropriate training and CPD is provided throughout the placement.
- Moderates the assessments made by school including lesson observations, feedback and the end of placement report.
- Recommends and assists in the organisation of visits by external examiners.
- 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 the school placement.
- Must attend timetabled progress tutorial meetings in the Faculty and prepare for these as appropriate.
- Completes one **Summary of Evidence** and one **Trainee Reflection** for each Teaching block.
- Is responsible for their development towards meeting their agreed targets and the accumulation of appropriate evidence – **up to 5 pieces of evidence** to cover all standards for the **Progress Check** and another **5 pieces of evidence** to cover all standards for the **End of Placement Report**.
- 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.
- Should act upon advice given and targets set by mentors and tutors.
- Is responsible for tracking and developing their subject knowledge using the SK Audit.

# Key Documentation

- **BCU Standards Tracker**

The BCU tracker is used to make formative judgements about the trainee's progress against the teaching standards, and should be used when observing trainees teach and when considering portfolio evidence. Trainees will highlight the standards as part of their QTS portfolio. This will support you in filling out the **Progress Check** and **End of Placement Report**.

- **Subject Knowledge Audit**

The subject knowledge audit is completed by the trainee. A target for them to focus on is required for **each block** in addition to any other targets you might set your trainee. The subject knowledge audit is very much a working document and it should be updated regularly by the trainee.

- **QTS Portfolio**

Trainees are required to identify up to 5 pieces of evidence (annotated using the reflection questions\*), with each piece covering two or more standards for the **Progress Check**. Trainees are then required to identify a further 5 pieces of evidence (annotated using the reflection questions\*), with each piece covering two or more standards, **by the End of Placement Report**. By the end of each placement, trainees will have a portfolio containing **no more than 10 pieces of evidence**.

- **Learning Observation Record (LOR)**

This is the lesson feedback form that tutors, school mentors, and class teachers should use when observing a trainee teach across the whole placement. Trainees must complete part A and hand this to the observer. The observer should focus on the standards highlighted in part A during that lesson. Trainees are encouraged and expected to obtain feedback using the LOR for all forms of teaching experience across the placement.

- **Internal School Moderation Form** - 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.

- **BCU Lesson Plan**

Trainees should use the BCU lesson plan proforma when planning teaching episodes\*, paired teaching or whole or part lesson teaching. They will also use this proforma to reflect on their planning and teaching.

## Key Assessment dates:

- **Progress Check**

This is completed by the school mentor during specific points within the placement:

Year One – End of Block B (23/04/2021)

Year Two – Half way through Block (11/06/2021)

- **End of Placement Report**

This is a comprehensive review of the trainee's progress at the end of their placement against the teaching standards.

End of Placement Report is due:

Year One – End of Block C (25/06/2021)

Year Two - End of Block (09/07/2021)

## BCU Tracker

The BCU 'Tracker' provides descriptors against each of the Standards and sub-standards. The descriptors are designed to be used formatively, so that the trainee and mentor can agree on the progress that is being made, discussed in each meeting each week. Within the mentor progress meeting, the trainee/mentor should underline sub-standards when they feel they are being met.

By the **Progress Check**, trainees and mentors should:

- Highlight each sub-standard in ORANGE (in agreement with the mentor)
- Subject mentor to fill out the Progress Check, based on the tracker.
- Trainee to identify and annotate no more than 5 pieces of evidence\* to cover all the standards

By the **End of Placement**, trainees and subject mentors should:

- Highlight each sub-standard in Green (in agreement with the mentor)
- Subject mentor to fill out the End of Placement Report, based on the tracker.
- Trainee to identify and annotate no more than 5 pieces of evidence\* to cover all the standards
- Internal moderation form to have been completed by the mentors.

Below is a guide to each formative descriptor.

On the BCU tracker, Not meeting the standard is not present. If a trainee has not met this sub-standard, then please leave it blank.

Standard Prompts	Not Met	Working Towards	Met Teacher Standards		
		Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Explanation	Currently not meeting this standard	Works with clearly focused support	Works confidently under direction	Growing independence	Independent and proactive and demonstrates initiative
What does this look like?	Currently not meeting or has not had opportunity to meet this standard	Can carry out these tasks with continual mentor/tutor support	Can carry out these tasks when directed when/how to do them by the mentor/tutor	Can carry out these tasks a majority of time without support or direction	Carries out these tasks without support or direction and demonstrates their own initiative to improve or tweak ideas/practice
Teachers' Standards DfE 2012	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	Attainment required to make the judgement for the recommendation for the award of QTS	Attainment required to make the judgement for the recommendation for the award of QTS	Attainment required to make the judgement for the recommendation for the award of QTS

\* Evidence could include:

- Observation Feedback
- Lesson Evaluations/Reflections
- Lesson Plans and Resources
- Academic Writing from Assignments
- Pupil work, including assessments
- Pupil data
- CPD and Subject Specific Enhancement

The emphasis is on 'quality' and NOT 'quantity' – trainees will be expected to discuss with their university tutor the rationale behind their choice of 5 pieces of evidence through their annotations and links to the relevant standards.

# Trainee Placement Tasks

Each trainee has 8 placement tasks to complete whilst on placement. These are found in detail in the trainee handbook, for them to organise and complete.

Below is a summary of the titles of each task:

## Year One:

1. Safeguarding and Promoting the Welfare of Children
2. Health & Safety
3. Inclusion & SEND
4. Teaching and Learning: Planning
5. Behaviour Management
6. Assessment
7. Differentiation
8. Marking & Feedback

## Year Two:

1. Safeguarding and Promoting the Welfare of Children
2. Health & Safety
3. Inclusion
4. Teaching and Learning: Engaging Curriculum
5. Behaviour Management
6. Assessment
7. Promoting Progress
8. Wider Professional Responsibilities