



BIRMINGHAM CITY
School of Education
and Social Work



Secondary PGCE

School Based Training: Partnership Opportunities Pack 2021/22



The BCU Secondary PGCE partnership trains secondary school teachers of Art & Design, Computer Science, Design and Technology (Food, Product Design and Textiles), Drama, English, History, Geography, Mathematics, Music, Physical Education, Religious Education and Science (Biology, Chemistry and Physics).



Our strength in secondary education is the close, working relationship we have with more than 200 secondary schools across the West Midlands. These close ties ensure we can produce the right teachers for this demanding sector.

Expressions of Interest:

At this point in the year, we aim to secure partnership commitments from a range of schools across the region. Recruitment is going well, and we confidently expect to have a strong cohort of trainees across all subjects. And as ever, most of our trainees will be local to Birmingham and nearby metropolitan areas – but we do occasionally require placements in neighbouring Local Authorities.

Therefore, we are now asking old and new BCU partner schools to commit to a year-long School Based Training partnership with us in 2021/22.

This document outlines how the placements will operate and provides a timeline of when we will confirm provisional and secure placements for incoming trainees.

Please consult with your department leads and return the Expression of Interest Form 2021/22 at the end of this document to education.partnerships@bcu.ac.uk – if possible, by 30 April 2021.

Hubs:

Despite the challenges posed by the pandemic, over 2020/21 we had the opportunity to establish a number of 'BCU Trainee Subject Hubs' in many core subjects to support in school training for our PGCE cohort. Schools with larger departments were able to offer up to 4 School Based Training placements for BCU trainees in a named subject.

This opportunity allowed the BCU Subject Tutors to work closely with a team of Subject Mentors in a department; to guide the training of beginning teachers; and indeed, be involved in wider subject development conversations. Schools who have had the capacity to offer a 'BCU Trainee Subject Hubs' have received enhanced payments for their training offer.

We aim to extend this offer across subjects again in our 2021/22 School Based Training partnerships. You can indicate your willingness to establish a BCU School based training Hubs on the EOI form.

Best wishes for your teaching in the academic year 2021-22 and we look forward to working alongside you in the training and education of the next generation of BCU teachers.

Amanda Brougham

Academic Lead for Secondary Partnerships



Introduction to **PGCE Secondary Tutors and the Partnership Team**

Name	Role	Contact
Kelly Davey Nicklin	Course Lead for Secondary PGCE	Kelly.DaveyNicklin@bcu.ac.uk
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Education Partnership central email address		Education.Partnerships@bcu.ac.uk



Birmingham City University are very supportive of trainees and the Academy, we have employed several past students.

Professional Mentor - Heartlands Academy, Birmingham



The BCU Trained Teacher

A BCU trainee teacher will have signed a commitment to uphold professional conduct when on the PGCE course – you can view this agreement online at: www.bcu.ac.uk/secondary-partnerships.

In addition, trainees will be guided throughout the BCU PGCE course to embody our four professional core values: committed, creative, confident and collaborative. As a school, supporting teacher training in partnership with BCU, you can expect to work with individuals who are:

Committed to:

- Being outstanding teachers
- Creating a vibrant learning environment in which all learners will thrive
- Addressing the needs of all learners and their communities
- Taking responsibility for their own professional development and learning
- Developing excellent subject and pedagogical knowledge

Creative in:

- Engaging, inspiring and motivating all learners
- Informing learning and teaching through research and evidence
- Overcoming disadvantage and barriers to learning
- Reflecting on the impact of their professional practice

Confident to:

- Act as leaders of learning
- Respond flexibly and proactively to change
- Communicate effectively with all partners in learning
- Accept responsibility and be accountable for their professional actions and decisions

Collaborative by:

- Understanding that authentic and effective collaboration is an essential element of professional practice
- Working effectively with expert teachers across partner organisations
- Working with peers and subject / phase experts to develop effective curricula
- Embody the ethos and vision of partner organisations in their professional role
- In-practice discourses which develop and deepen critical reflection within a community of professional learning

We believe that through these principles, which underpin our programmes, we can equip beginning teachers to be both aspirational in their professional goals and well-prepared to manage the complexity of demands faced within secondary teaching.



Partner School Commitments:

Schools will identify a Professional Mentor who oversees ITE trainee programmes in their school. They liaise with Departments to identify where schools have the capacity to train ITE students.

Professional mentors will:

- Identify an experienced colleague in the trainee's specialist subject who will be their subject mentor over the training year,
- Ensure that the BCU Partnerships Team have a current name and email address for all subject mentors working with BCU trainees,
- Prepare an induction for incoming trainees which covers Safeguarding requirements and core policies,
- Create a timetable for the BCU trainee in line with Phase expectations,
- Identify dates for additional SBT experience (SEND, Primary Experience and Post 16 experience) over the trainee's home school placement,
- Ensure that subject mentors have a protected 1 hour slot for their mentor meetings with the trainee,
- Attend termly BCU Mentor CPD Events,
- Ensure all subject mentors attend BCU Mentor CPD Events,
- Be familiar with the BCU ITE curriculum and how it is used to assess the development of BCU trainees,
- Quality assure subject mentor observations and assessments at least once in the academic year,
- Support the trainee with any requests relating to their training and QTS evidence over their training year,
- Notify BCU PGCE Leadership Team of any well-being or performance concerns relating to their BCU trainee.

Subject mentors will:

- Guide and support the trainee's professional development and subject specific pedagogical knowledge in line with the BCU ITE curriculum,
- Attend termly BCU Mentor CPD and at least 2 subject mentor drop ins over the training year,
- Use the BCU Mentor Handbook as a guide to your role,
- Access PGCE paperwork related to the role from the BCU Secondary PGCE Partnership Webpages,
- Meet with the trainee for one hour a week,
- Observe the trainee teaching twice each week and provide written formative feedback,
- Review planning, Progress Journal reflections and address assessment requirements with the trainee weekly,
- Liaise with the trainee's subject tutor – conducting joint observations and joint mentor meetings whenever possible,
- Update the school's professional mentor on the trainee's progress each half term,
- Complete formative and summative assessments aligned to the BCU ITE Curriculum.



School Based Training (SBT) Overview

BCU teacher training placements are referred to as blocks of **School Based Training (SBT)** and categorised as **Phase 1**, **Phase 2** and **Phase 3** episodes in school to align with the academic terms in the school year.

Partner schools commit to the full academic year within the SBT partnership. They will be allocated **home school trainees** – those who will complete their training in their school during:

- **Phase 1 – autumn term 2**
- **Phase 2 – spring term 1**
- **Phase 3 – the summer term**

Schools within the partnership will agree to host a different trainee within the same subject and allocated to the same subject mentor for **a contrasting school SBT Placement** part way through the academic year (**i.e. Phase 2- spring term 2**).

BCU allocates SBT Placements based on availability and location. Very occasionally, location may prevent a Phase 2 contrasting school SBT Placement allocation being made easily. If a SBT Placement swap cannot be made within the locality and we will seek a different school within commuting distance for the trainee. In these circumstances, BCU will communicate the alternative plan and any payment alteration to the home school at the earliest possible point during Phase 1.





SBT Progression:

BCU trainee teachers will gradually take on all elements of a teaching role within their nominated subject as they progress from Phase 1 to Phase 3.

Phase 1, Part of Phase 2 and Phase 3 are undertaken in the trainees' home schools. This SBT attachment allows trainees and their subject mentors to build a sense of collegiality and deeper understanding of the home school's context.

During Phase 1 and the first part of Phase 2:

- Trainees build up to solo teaching 7 hours a week and support a further 7 hours within their subject across Key Stages 3, 4 and where possible, 5.
- Trainees will shadow their subject mentor undertaking school duties
- Trainees will be attached to a form group and learn about pastoral responsibilities from an expert colleague.

Part of Phase 2 is a short contrasting school SBT placement and is effectively a short swap of School Based Training Placement within the cohort. This short SBT placement provides trainees with a contrasting context for their teaching and provides subject mentors and BCU tutor with an opportunity to quality assure the trainee's progress.

During this second part of Phase 2:

- trainees solo teach 8 hours across Key Stages 3 and 4 and actively observe between 2-4 lessons per week, delivered by expert teachers within their department.
- Trainees will shadow their subject mentor undertaking school duties
- Trainees will be attached to a form group and learn about pastoral responsibilities from an expert colleague.

Trainees return to their home school for Phase 3.

During Phase 3:

- Trainees will build up to solo teaching 14 hours across Key Stages 3, 4, and where possible 5, and will be involved in 2 lessons related to their second subject.
- Trainees will undertake duties in line with ECT expectations.
- Trainees will assume greater responsibility of form teacher duties.



Additional SBT expectations:

Second subject: Trainees will observe and contribute to elements of teaching in an identified second subject during Phase 1 and Phase 2 of their SBT placements. This requirement does not apply to trainees on a Science or Design Technology route, who teach across disciplines within their subject as a core requirement.

SEND experience: The SEND placement will consist of a 4 day period of close working with the School Based Training school's SENDCo - we prefer this to be arranged a block of time to allow the trainees to be immersed in strategic and operational adaptive teaching and learning - but we understand the need for flexibility and will support different models for the 4 days' SEND experience. Professional mentors will set up the placement and direct the experience to include:

- reviewing identified pupils' needs across the school, and
- learning how teachers and support staff adapt practice to support the learning of individuals.

Primary Day: Professional Mentors will make arrangements for their trainee to spend the equivalent of one day in a primary school. This will provide opportunities for them to develop their understanding of the expectations, typical curricula and teaching arrangements in the key stage prior to those they are training to teach. Trainees can visit individually or as a pair.

Post 16 Experience: Where schools have a post-16 department and offer post-16 qualifications in the trainee's subject area, we would strongly encourage the trainee to gain some experience supporting and teaching post-16 classes. If your school does not have a post-16 department, our tutor team will work with you and your trainee to spend some time in a local provider of post16 provision during the School Based Training Phase 3.

Trainee Assessment:

Trainees will work with a named **Subject Mentor** in their curriculum area and will meet weekly with these expert colleagues to guide their professional understanding and development. Subject mentors attend termly Mentor CPD events, led by the BCU Partnership Leads. In addition, mentors will have the opportunity to informally meet BCU subject leads online at regular intervals over the academic year to support their role within the training process, to ensure they are well informed around subject specific content, and other issues as they arise.

Subject mentors work closely with BCU subject tutors to assess trainees' progress against the **BCU ITE Core Curriculum Themes** and provide opportunities for trainees to explore the BCU subject pedagogy priorities in a practical setting. In the final term of the school year – during School Based Training Phase 3 - trainees will be assessed against the DfE Teachers' Standards to be awarded QTS.



BCU ITE Curriculum

The BCU ITE Curriculum aligns with the DfE (2019) ITT Core Content Framework. Our ambitious curriculum is designed within a spiral curriculum model, which constitutes of an iterative revisiting of identified topics, subjects, and themes throughout all BCU secondary QTS courses.

This spiral curriculum is not simply the repetition of any topic taught. It also requires the deepening of it, with each successive encounter building on the previous one. Each module within the Secondary ITE Curriculum ensures that trainees acquire research-led pedagogical and curriculum knowledge, and moreover, develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

BCU Core Themes ensure that BCU trainees know:

- A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.
- B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.
- C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.
- D. How to plan and assess learning to ensure that all pupils make progress.
- E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
- F. How to develop professional behaviour and contribute effectively to the wider life of the school.

Each secondary PGCE subject has also developed a set of ambitious **subject pedagogy priorities**, which will shape the content of subject specific pedagogy throughout their training year.





School Based Training Placement Timetable

Week	Mon	Tuesday -Friday
30-Aug-21		
06-Sep-21	Initial School Engagement Week	
13-Sep-21	BCU	
20-Sep-21	Intro Review Meeting	BCU
27-Sep-21	BCU	
Mentor CPD 1		
04-Oct-21	BCU	
11-Oct-21	BCU	
18-Oct-21	BCU	SBT Phase 1 Induction
25-Oct-21	Half-term / Reading Week	
01-Nov-21	BCU	SBT Phase 1
SM drop in		
08-Nov-21	BCU	SBT Phase 1
15-Nov-21	BCU	SBT Phase 1
22-Nov-21	BCU	SBT Phase 1
29-Nov-21	BCU	SBT Phase 1
06-Dec-21	Review Mtg 1	SBT Phase 1
13-Dec-21	BCU	SBT Phase 1
SM drop in		
20-Dec-21	Christmas Break	
27-Dec-21	Christmas Break	
03-Jan-22	Bank Holiday	SBT Phase 2 (A)
10-Jan-22	BCU	SBT Phase 2 (A)
17-Jan-22	BCU	SBT Phase 2 (A)
24-Jan-22	BCU	SBT Phase 2 (A)
31-Jan-22	BCU	SBT Phase 2 (A)
Mentor CPD 2		
07-Feb-22	Prog M 1	SBT Phase 2 (A)
14-Feb-22	SBT Phase 2 (B) induction	SBT Phase 2 (A)
21-Feb-22	Half-term / Reading Week	
28-Feb-22	BCU	SBT Phase 2 (B)
07-Mar-22	BCU	SBT Phase 2 (B)
SM drop in		
14-Mar-22	BCU	SBT Phase 2 (B)
21-Mar-22	BCU	SBT Phase 2 (B)
28-Mar-22	BCU	SBT Phase 2 (B)
04-Apr-22	Review Mtg 2	SBT Phase 2 (B)
11-Apr-22	Easter Break	
18-Apr-22	Easter Break	
25-Apr-22	BCU	SBT Phase 3
02-May-22	BCU	SBT Phase 3
Mentor CPD 3		
09-May-22	BCU	SBT Phase 3
16-May-22	BCU	SBT Phase 3
23-May-22	Prog M 2	SBT Phase 3
30-May-22	Half-term / Reading Week	
06-Jun-22		SBT Phase 3
13-Jun-22		SBT Phase 3
SM drop in		
20-Jun-22		SBT Phase 3
27-Jun-22		SBT Phase 3
04-Jul-22	Prog M 3 (QTS)	BCU / Enrichment Week

These notes provide a brief overview of SBT placements to assist mentors in delivering BCU teacher training in 2021/22.

School Based Training Phase 1

19 Oct – 22 Oct: Trainees attend induction in the Home School. The PM will ensure they get a clear introduction to:

- The Home School's operational requirements for staff and students
- Key policies for teachers and access to pupil data
- A programme of structured observations of expert colleagues in the trainees' subjects
- An initial phase 1 timetable for teaching
- Opportunities for trainees to meet and start subject preparation tasks with their SM

2 Nov- 17 Dec: Trainees start to work within their subject departments with their SM.

Expectations for trainees are that they:

- Plan teaching episodes aligned to Dept. schemes
- Spend 7 hours supporting in lessons with expert colleagues
- Build up to 5 hours solo teaching of classes across KS3/4
- Complete directed tasks in the PGCE Progress Journal to gather evidence of their professional development as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU

School Based Training Phase 2

4 Jan – 18 Feb: Trainees progress to

- Planning and adapting teaching to the specific needs of pupils
- 7 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
- 7 hours active classroom support in main and second subject
- Directed tasks in the PGCE Progress Journal to gather evidence of their achievement as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and PMs will ensure that SMs submit end of Phase Progress reports to BCU.

After the February half term trainees resume their teaching experience with a 6 week placement in a different school within the BCU Partnership (SBT 2B)

14 Feb: Induction day at Second school. The PM will ensure they get a clear introduction to:

- The second school's operational requirements for staff and students
- Key policies for teachers and access to pupil data
- A programme of structured observations of expert colleagues in the trainees' subjects
- An timetable for teaching
- Opportunities for trainees to meet and start subject preparation tasks with their SM

1 Mar- 8 April: Trainees start teaching their Second School and start to work within their subject departments with their SM. Expectations for trainees are that they:

- Plan teaching episodes aligned to Dept. schemes and specific needs for pupils
- Within 2 weeks build up to 8 hours solo teaching across KS3/4
- Spend up to 4 hours undertaking structured observations of expert colleagues within the Dept.(directed by PM/ SM)

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.

School Based Training Phase 3

26 Apr- 1 Jul: Trainees return to their Home School and progress to

- Planning and adapting teaching to the specific needs of pupils
- Up to 14 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
- Undertake a range of duties expected of a qualified ECT (form tutor tasks, duties, reporting to and meeting parents etc.)
- Directed tasks in the PGCE Progress Journal to gather evidence of their achievement as outlined in the BCU ITE curriculum and the ability to meet all aspects of the Teachers' Standards in evidence

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.



Mentor CPD

Mentors are encouraged to access the [BCU Mentor Handbook](#), which is available on the PGCE Partnerships Webpages. This publication is intended as a generic guide to the principles of effective mentoring as well as a reference to BCU specific requirements.

All Mentor Training will be held online and accessed via [MS Teams Links](#) available on the BCU Secondary Partnership Webpages from the start of the academic year.

[Core Mentor CPD Events](#) will be at the start of each term. These are designed to support Professional Mentors and Subject Mentors in their practice aligned to the BCU Core ITE Curriculum. Each Core Mentor CPD Event will have 2 alternative dates and times to ensure that as many mentors as possible have the opportunity to attend these as live events.

Term 1

Option 1:	28 September 2021	3.30 – 5.30pm
Option 2:	7 October 2021	4.30 – 6.30pm

Term 2

Option 1:	18 January 2022	3.30 – 5.30pm
Option 2:	1 February 2022	4.30 – 6.30pm

Term 3

Option 1:	4 May 2022	3.30 – 5.30pm
Option 2:	9 May 2022	4.30 – 6.30pm

Within Core Mentor CPD 1 mentors will be introduced to the [BCU Mentor Tracker](#) which will be used to audit their existing skills and experience and guide the Strategic Partnership Lead in designing bespoke future Mentor CPD events.

Mentors are expected to attend all Core Mentor CPD Events, if they are unable to do so the Professional Mentor in the school will share resources from the event with them and confirm that they have been reviewed with the BCU Education Partnerships Team.

[Subject Mentor Drop-Ins](#) have been added to calendars this year as a core strategy to develop stronger communities of practice within each subject discipline. These meetings will again be an online event and will have a mixed format – they will start with a CPD focus, looking at elements of research being used to guide trainees in their BCU Subject Pedagogy sessions, with further opportunities to discuss mentoring practice and raise any questions about the BCU assessment processes. Subject leads will canvas subject mentors on suitable times for these meetings through [Subject Mentor Newsletters](#) and email communication. There will be 4 Subject Mentor Drops in over the year and these are timed to coincide with key events within the BCU PGCE calendar.

There is a further fully funded [Level 7 Mentor CPD](#) opportunity offered to partnership schools. Further details of how to enrol for this opportunity will be shared at Mentor CPD 1.



School Based Training: Payments to Schools

For each trainee, schools will be paid:

Phase 1 and 2(A)	Phase 2(B) and 3
£350	£650

Payment to schools will be made after the scheduled end date for the placement.
Payment will be made electronically into your school's bank account when the relevant documentation is submitted by email.

Relevant documentation will include the following documents:

- Completed and signed **End of Placement Report** for each trainee from Birmingham City University attending the school for a placement.
- Completion of the **online mentor survey** (an online survey link is sent out towards the end of each placement).

Payments Process

Existing school partners receive a Purchase Order Number - sent to your finance officer - once end of placement documentation is received.

If you are a new school partner, or one who has not supported BCU trainees for the last two academic years, we will need the following documentation in order to organise payment. Please submit these in advance of the end of each School Based training Experience / Phase.

- A completed 'New Supplier Form' (available on the BCU PGCE Partnership Webpage)
- A copy of the school bank details (Sort Code/Account Number) on a letter-headed document.
- A copy of the school's public liability insurance.

Once you are registered as a supplier for BCU, the Education Partnerships Team will issue your PO no. when the listed requirements above are submitted.

All the above documents should be returned to [**education.partnerships@bcu.ac.uk**](mailto:education.partnerships@bcu.ac.uk)

Upon receipt of the PO no. you then need to send an invoice to the finance team using the email [**invoice@bcu.ac.uk**](mailto:invoice@bcu.ac.uk)

- The invoice must have the PO reference number.
- The invoice must be in PDF format.
- The invoice must have the school's own reference.
- The invoice must have a date.



BCU SECONDARY PARTNERSHIPS 2021-22

School	
Headteacher / Principal	
School phone number	
Type of establishment	
Age range of school	
Professional Mentor	
PM email	

SCHOOL BASED TRAINING PLACEMENT OFFERS

Subject	Able to offer (select response)	No. of trainees	Willing to be a BCU Trainee Subject Hub – highlighted subjects only (state no. of trainees between 2-4)
Art & Design	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Computer Science	Yes <input type="checkbox"/> No <input type="checkbox"/>		
D&T: Food Technology specialism	Yes <input type="checkbox"/> No <input type="checkbox"/>		
D&T: Product Design specialism	Yes <input type="checkbox"/> No <input type="checkbox"/>		
D&T: Textiles specialism	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Drama	Yes <input type="checkbox"/> No <input type="checkbox"/>		
English	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Geography	Yes <input type="checkbox"/> No <input type="checkbox"/>		
History	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Mathematics	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Music	Yes <input type="checkbox"/> No <input type="checkbox"/>		
PE (no gender requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>		
PE (male only)	Yes <input type="checkbox"/> No <input type="checkbox"/>		
PE (female only)	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Religious Education	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Science with Biology	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Science with Chemistry	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Science with Physics	Yes <input type="checkbox"/> No <input type="checkbox"/>		

Name of person completing form:

Signed:

Date:



SUBJECT MENTOR INFORMATION

Subject Area	Mentor Details	Subject offered at:
Art & Design	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Computer Science	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
D&T: Food Technology specialism	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
D&T: Product Design specialism	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
D&T: Textiles specialism	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Drama	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
English	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Geography	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
History	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Mathematics	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Music	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
PE	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Religious Education	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Science with Biology	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Science with Chemistry	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>
Science with Physics	Name: Email:	KS3 <input type="checkbox"/> KS4 <input type="checkbox"/> KS5 <input type="checkbox"/>

PLEASE RETURN FORM ELECTRONICALLY TO: education.partnerships@bcu.ac.uk



BIRMINGHAM CITY
School of Education
and Social Work



SCHOOL EXPERIENCE

"Very impressed with the whole structure and organisation of placements. Tutors are all very approachable and helpful, and paperwork is very clear."

Professional Mentor
Wood Green Academy, Wednesbury

For more information regarding our Secondary Partnership:

Visit our website: www.bcu.ac.uk

Visit our Partnerships handbook:

<http://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations>

Contact our Partnership Team:

education.partnerships@bcu.ac.uk

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