



BIRMINGHAM CITY
School of Education
and Social Work

PRIMARY AND EARLY YEARS TEACHER TRAINING IN PARTNERSHIP WITH BCU

Mentoring the next generation of primary teachers for our region

Placement information pack 2020/21



WELCOME FROM BCU

Primary and Early Years Teacher Training

Dear School Partners,

We appreciate that this is a very difficult time for you and your whole school community as we all continue to work in very different ways to support our children and students during the current crisis. We hope that you and everyone in your school community stay safe and well at this very difficult time and we send you our very best wishes.

As well as providing immediate support we are also considering how we can continue our valuable work in training teachers in 2020/21. It has been another busy year in the School of Education and Social Work here at BCU. In partnership with our schools, the Department of Early Years and Primary Education has supported a high number of teacher training placements this year. I would like to take this opportunity to thank everyone in your school for their contribution to ITE at BCU this year.

We are delighted to see that so many of our PGCE Primary and BA Primary with QTS final year trainees are staying in the region following completion of their training and finding NQT posts with you. This is a real strength of our partnership and we are very proud to be working with you to train the next generation of primary teachers.

We are committed to developing effective and strategic teacher education partnerships. We celebrate and highly value our partner schools within our provision. This includes offering a range of CPD opportunities to partners; including a range of subject hubs, accredited mentor training, support for Early Career Teachers and, most importantly, the opportunity to contribute to the design and delivery of our ITE curriculum. We advertise all partnership events in monthly newsletters, which are available on our partnership webpages.

As our partnerships continue to evolve we have developed a system of accreditation with an Associate, Lead and Principal route to enable us to work in a more collegiate and effective way. Please take a look at the information about this. Initially we are asking our partners to self-assess and indicate to us which level of partnership you wish to engage in for the coming year. Your link tutor will be in contact to discuss this further.

The high standard of support that our trainees receive in your school is reflective of our shared vision for excellence and we are looking forward to developing this further as we continue to work with you in 2020/21 once we are able to return to a sense of normality.

Please take some time to look at the pack and to consider the ways in which you can continue to work with us during the next academic year.

I hope that you all stay safe and well and we look forward to continuing our partnership working very soon.

Best wishes to you and everyone in your school community.



Louise Khalid
Head of Department: Early Years and Primary Education

CONTENTS

- 4 Primary QTS school based training
2020/21 calendar
- 6 Mentoring the next generation of
primary teachers for our region
- 7 Working in partnership with
Birmingham City University
- 8 BA (Hons) Primary Education with QTS
school-based training overview
- 10 PGCE primary and early years school-
based training overview
- 12 Extending the partnership
- 13 Other partnership opportunities
- 14 Mentor training
- 15 Frequently asked questions



PRIMARY QTS SCHOOL BASED TRAINING

Calendar 2020/21

Wk.	W/C	BA QTS YR1	BA QTS YR2	BA QTS YR3	PGCE 1	PGCE 2
8	07/09/2020					
9	14/09/2020					
10	21/09/2020					
11	28/09/2020			All Wk: Prelims		
12	05/10/2020			M, T, W, F: Prelims		
13	12/10/2020			All Wk: Block		
14	19/10/2020			All Wk: Block	T, W, T, F: Prelims	
15	26/10/2020	Half Term				
16	02/11/2020	TBC: Prelims		All Wk: Block	M, T, W, T: Prelims	
17	09/11/2020	TBC: Prelims		All Wk: Block	All Wk: Block	
18	16/11/2020	TBC: Prelims		All Wk: Block	M, T, W, T: Block	
19	23/11/2020	TBC: Prelims		All Wk: Block	All Wk: Block	
20	30/11/2020	TBC: Prelims		All Wk: Block	T, W, T, F: Block	
21	07/12/2020	TBC: Prelims		M, T, W, T: Block	All Wk: Block	
22	14/12/2020				All Wk: Block	
23	21/12/2020	Christmas				
24	28/12/2020					
25	04/01/2021	TBC: Prelims			M, T, W, T: Block	
26	11/01/2021	TBC: Prelims			M, T, W, T: Block	
27	18/01/2021	TBC: Prelims				
28	25/01/2021	All Wk: Block	M, T, W: Prelims			
29	01/02/2021	All Wk: Block	M, T, W, T: Prelims			M, T, W, T: Prelims
30	08/02/2021	M, T, W, T: Block	M, T, T, F: Prelims			M, T, W: Prelims
31	15/02/2021	Half Term				
32	22/02/2021	TBC: Prelims	All Wk: Block			All Wk: Block
33	01/03/2021	TBC: Prelims	All Wk: Block			All Wk: Block
34	08/03/2021	TBC: Prelims	All Wk: Block			All Wk: Block
35	15/03/2021	TBC: Prelims	All Wk: Block			All Wk: Block
36	22/03/2021	TBC: Prelims	All Wk: Block			All Wk: Block
37	29/03/2021	TBC: Prelims	M, T, W: Block			M, T, W: Block
38	05/04/2021	Easter				
39	12/04/2021					
40	19/04/2021	TBC: Prelims				
41	26/04/2021	TBC: Prelims				M, T, W, T: Prelims
42	03/05/2021	T, W, T, F: Block				T, W, T, F: Block
43	10/05/2021	All Wk: Block				All Wk: Block
44	17/05/2021	All Wk: Block				All Wk: Block
45	24/05/2021					
46	31/05/2021	Half Term				
47	07/06/2021					M, T, W, T: Block
48	14/06/2021					All Wk: Block
49	21/06/2021					All Wk: Block
50	28/06/2021					All Wk: Block

Block = Block Teaching Placement. Prelims = Preliminary Visits.

PRIMARY QTS SCHOOL BASED TRAINING

Payment for schools

Leading Partnership Model	
Placement type	Payment per trainee
EYFS Placement	£325
KS1 Placement	£375
KS2 Placement	£325
BA QTS Year 1 Placement (All KS)	£400

Associate Partnership Model	
Placement type	Payment per trainee
EYFS Placement	£100
KS1 Placement	£150
KS2 Placement	£100
BA QTS Year 1 Placement (All KS)	£200

PRIMARY QTS SCHOOL BASED TRAINING

Partnership models explained

Leading Partnership Model
<p>School mentors will supervise, support and assess trainees throughout the school experience, including signing off trainees' School Based Training Files, providing support and feedback on preparation, planning, teaching and learning. School mentors will observe trainees' teaching, alongside the class teacher and identify development targets. They will assess trainees' progress at the interim points, identify developmental targets, assess progress at the summative point and prepare a report on achievements and targets for development.</p> <p>Schools will receive increased monetary recognition for the School Based Training they host, as detailed above. Leading Partnership Schools will be able to access CPD opportunities offered by Birmingham City University.</p>

Associate Partnership Model
<p>Class teachers provide advice and support to trainees and university tutors assess trainees' progress at the interim and summative points. Associate Partnership Schools will receive monetary recognition for the School Based Training they host.</p> <p>We would strongly encourage Associate Schools to look towards becoming Leading Partnership Schools where staff are trained as school mentors. To support schools we will provide mentor training at no cost to the school and a named university tutor will support schools during the transition of status.</p>

If you are interested in becoming a Leading Partnership School, please have a look at our Mentor Training options on page 14

MENTORING THE NEXT GENERATION OF PRIMARY TEACHERS FOR OUR REGION

Where our graduates find jobs?

Statistics from the Department of Education 2018 indicate that BCU teacher training graduates are more likely to stay in the region than graduates from other institutions in our region.

66% of BCU leavers travel 26km or less for their first job as a Newly Qualified Teacher (NQT) - this is higher than the regional average.

How is BCU doing?

According to the University Subject Tables for 2019, BCU ranked third in the West Midlands for its Undergraduate Education courses.

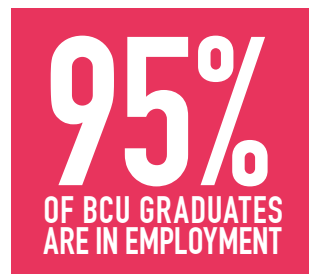


Figure taken from the 2016/17 Destination of Leavers from Higher Education statistics

"The quality and strength of trainees, who have been on placement, enable us to recruit to positions in our schools from a field of talented individuals who have already shown their potential whilst on their teaching practice. A number of trainees from BCU have been employed as NQTs at our schools and we are absolutely delighted with the performance."

CARL GLASGOW
Executive Headteacher,
The Federation of Boldmere Schools



**RANKED
3RD
IN THE UK
FOR UNDERGRADUATE
EDUCATION COURSES**

Guardian League Tables 2020



WORKING IN PARTNERSHIP WITH BIRMINGHAM CITY UNIVERSITY

Benefits for schools

- Trainees can support teachers in class effectively, working with children and individuals to make progress towards their targets
- In some placements, trainees can support the work of the school in more than one class during the year
- BCU will provide bespoke mentor training based in schools
- Schools can benefit from welcoming the trainees back for their final placements and this could support recruitment of NQTs
- This is an excellent opportunity for teachers to develop their own skills of mentoring, lesson observation and providing feedback and also inform their own professional practice and CPD

Roles and responsibilities

Leading Partnership Model	Associate Partnership Model
School Mentor (SM) <ul style="list-style-type: none">• Oversee the placement through close consultation with the class teacher• Take the lead on observations• Liaise with University Tutor (UT)• Complete formative and summative assessment with trainee• Review progress towards PDP Class Teacher (CT) <ul style="list-style-type: none">• Model good practice• Day to day support with planning, resources and assessment• Formally observe lessons in consultation with SM and UT• Contribute to formative and summative assessment with trainee• Review progress towards PDP University Tutor (UT) <ul style="list-style-type: none">• Joint observation with colleague in school• Moderation of summative assessment• Liaise with colleagues in school• Review progress towards PDP	Class Teacher (CT) <ul style="list-style-type: none">• Class Teacher (CT) oversees the placement through close consultation with University Tutor (UT)• Formally observe lessons in accordance with School Based Training Guidance• Complete weekly formative assessment with trainee• Model good practice• Day to day support with planning, resources and assessment• Review progress towards PDP University Tutor (UT) <ul style="list-style-type: none">• Joint observation with Class Teacher• Independent observations• Completion of formative and summative assessment alongside CT and trainee• Liaise with colleagues in school• Review progress towards PDP

Placement support

- School Based Training Documentation
- Website:
www.bcu.ac.uk/education-and-social-work
- University Tutor
- Partnership Office:
education.partnerships@bcu.ac.uk
- PGCE or BA with QTS Course Team

"BCU students are well prepared, very flexible and bring lots of added value to the classroom"

MRS S GARNIER
Deputy Headteacher,
The Wisdom Academy

BA (HONS) PRIMARY EDUCATION WITH QTS

Our three-year undergraduate course

Overview of the Course

- Our course offers students the chance to gain the professional qualification of Qualified Teacher Status (QTS) as well as a degree.
- Students choose to specialise in age phases 3-7 or 5-11, qualifying them to teach in primary schools and early years settings.
- Students are placed in local schools, where they can develop their practical experience, right from the start of the course, key to developing committed, creative and confident teachers.
- Taught modules in Core, Foundation, Subject Study and Professional Studies. Students will look at theory and pedagogy in university and practice in school.

- The learning is led by highly experienced tutors who facilitate a wide range of practical experience and taught sessions designed to encourage reflective and critical evaluation of research, policy and practice.



BA QTS YR1	
Prelims (one day a week TBC):	w/b 2 Nov 20 - w/b 18 Jan 21
Block:	25 Jan 21 - 11 Feb 21
Prelims (one day a week TBC):	w/b 22 Feb 21 - w/b 26 Apr 21
Block:	4 May 21 - 21 May 21
<ul style="list-style-type: none"> • Trainees will complete a day a week in school, supported by two short block placements. • This can operate as paired or single placement and is designed to develop the trainees' knowledge and understanding of the Teachers' Standards (DFE, 2011). • One day per week in school starting after October half term followed by a two week block placement at the end of January. During this first block trainees will teach a minimum of one lesson per day, planning and teaching for the whole class. • Trainees continue to spend one day per week in school and complete a further three week block placement towards the end of May. During this second block the trainees will plan and teach two lessons per day on alternate days. 	
<small>Note: The above dates show the start and end dates of the placement. To see exact days the trainees will be in school, please refer to the calendar at the front of this booklet.</small>	

BA QTS YR2	
Prelims:	25 Jan 21 - 12 Feb 21
Block:	22 Feb 21 - 31 Mar 21
<ul style="list-style-type: none"> • Trainees will complete preliminary visits and a six week block placement • Trainees build up to planning and teaching for 60% of the timetable by the start of week 4. • Trainees will develop confidence in using formative assessment to secure children's progress and will become increasingly accountable for children's attainment and progress. • This school based learning is designed to build upon trainees' knowledge and understanding of teaching and learning, assessment and behaviour management strategies developed through the taught course and during their first School Based Training experience. 	

BA QTS YR3	
Prelims:	28 Sep 20 - 9 Oct 20
Block:	12 Oct 20 - 10 Dec 20
<ul style="list-style-type: none"> • Trainees will complete preliminary visits and an eight week block placement in the Autumn Term. • Trainees build up to teaching and taking responsibility for the class for 80% of the timetable by the start of week 5. • Trainees will participate in all classroom procedures including registration, assessment and tracking. 	

BA (HONS) PRIMARY EDUCATION WITH QTS

Timeline 2020/21

Key dates (all dates are subject to change)

Date	BA QTS YR1	BA QTS YR2	BA QTS YR3
07 Sept 20			Schools receive letter confirming allocation of BA QTS YR3 trainees
TBC			Briefing for School Colleagues supporting BA QTS YR3 trainees*
28 Sept 20	Schools receive letter confirming allocation of BA QTS YR1 trainees		Start of School Based Training Preliminary visits
05 Oct 20			
12 Oct 20			Start of School Based Training Block placement
TBC	Briefing for School Colleagues supporting BA QTS YR1 trainees*		
02 Nov 20	Start of first School Based Training Preliminary visits		Midpoint Review Meeting to be completed W/C:
30 Nov 20			Endpoint Review Meeting to be completed W/C:
10 Dec 20			End of School Based Training Block placement
16 Dec 20		Schools receive letter confirming allocation of BA QTS YR2 trainees	
25 Jan 21	Start of first School Based Training Block placement	Start of School Based Training Preliminary visits	
01 Feb 21	Midpoint Review Meeting to be completed W/C:		
11 Feb 21	End of first School Based Training Block placement		
22 Feb 21	Start of second School Based Training Preliminary visits	Start of School Based Training Block placement	
08 Mar 21		Midpoint Review Meeting to be completed W/C:	
22 Mar 21		Endpoint Review Meeting to be completed W/C:	
31 Mar 21		End of School Based Training Block placement	
03 May 21	Start of second School Based Training Block placement		
17 May 21	Endpoint Review Meeting to be completed W/C:		
21 May 21	End of second School Based Training Block placement		

* School Briefings will take place at our City South Campus, 4:30 – 6pm. School Mentors and Class Teachers will be invited to attend this meeting. Invitations will be sent out to schools at the same time as the letter of confirmation.

** Moderation meetings will take place at our City South Campus, 4:30 – 6pm. School Mentors and Class Teachers will be invited to attend this meeting. Invitations will be sent out towards the end of the block placement.

PGCE PRIMARY EDUCATION WITH QTS

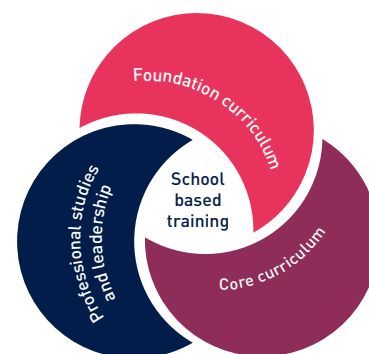
Our one-year postgraduate course

Overview of the Course

- The PGCE Primary and Early Years course is a 1 year course based in the Faculty of Health, Education and Life Sciences.
- The course consists of modules and units of assessment leading to a Postgraduate Certificate in Education with Qualified Teacher Status.
- First week of autumn term in a school setting to observe experienced teachers establishing routines and relationships with their new class.
- Three taught modules (Core, Foundation and Professional Studies and Leadership) where trainees will have the opportunity to look at pedagogy in university and in practice in school.
- School Based Training in at least two different school settings and two different key stages.

Trainees have had input on:

- The primary curriculum, planning and assessing the core and the foundation subjects
- Behaviour management strategies, theories related to learning, formative and summative assessment processes, safeguarding, SEN
- Planning, teaching and assessing small groups, one to one interventions and whole classes.
- Trainees on 3-7 route will have had experience of teaching, planning and assessment in EYFS.



PGCE SBT1	
Prelims:	20 Oct 20 - 5 Nov 20
Block:	9 Nov 20 - 14 Jan 21
<ul style="list-style-type: none"> • Trainees will complete preliminary visits and an eight week block placement. • Where possible this will operate as a paired placement to support professional development for trainees. • Trainees begin teaching one lesson per day building to a 50% timetable by the end of the placement. • Designed to develop trainees' understanding of the range of teaching, learning and professional skills as outlined in the Teachers' Standards (DFE, 2011) in the context of one-to-one, small/focus groups and whole class teaching. • Placement will be summatively assessed against the Teachers' Standards. 	
<small>Note: The above dates show the start and end dates of the placement. To see exact days the trainees will be in school, please refer to the calendar at the front of this booklet.</small>	

PGCE SBT2	
Prelims 2a:	1 Feb 21 - 10 Feb 21
Block 2a:	22 Feb 21 - 31 Mar 21
Prelims 2b:	26 Apr 21 - 29 Apr 21
Block 2b:	4 May 21 - 2 Jul 21
<ul style="list-style-type: none"> • SBT2 comprises of preliminary visits and two block placements. • SBT2a will comprise of preliminary visits and a six week block placement. • SBT2a will focus on working with children and small groups identified by school data to support 'closing the gap' targets and some whole class teaching with a teaching timetable starting at 50% building to 60%. • SBT2a will be formatively assessed against the Teachers' Standards. • SBT2a is designed to build upon trainees' knowledge and understanding of teaching and learning, assessment and behaviour management developed through the taught course and SBT1. • SBT2b consists of preliminary visits and a seven week block placement. • Trainees start the placement with a minimum teaching commitment of 60% and build up to teaching and taking responsibility for the class for 80% of the timetable. • Trainees will participate in all classroom procedures including registration, assessment and tracking. • SBT2b will be summatively assessed against the Teachers' Standards. 	

PGCE PRIMARY EDUCATION WITH QTS

Timeline 2020/21

Key dates (all dates are subject to change)

Date	PGCE SBT1	PGCE SBT2
21 Sept 20	Schools receive letter confirming allocation of PGCE SBT1 trainees	
12 Oct 20	Briefing for School Colleagues supporting PGCE SBT1 trainees*	
19 Oct 20	PGCE SBT1 - Start of School Based Training Preliminary visits	
9 Nov 20	PGCE SBT1 - Start of School Based Training Block placement	
11 Jan 21	PGCE SBT1 – Progress Meeting 2 to be completed W/C:	
13 Jan 21		Schools receive letter confirming allocation of PGCE SBT2 trainees
14 Jan 21	PGCE SBT1 - End of School Based Training Block placement	
25 Jan 21		Briefing for School Colleagues supporting PGCE SBT2 trainees*
01 Feb 21		PGCE SBT2 - Start of first round of School Based Training Preliminary visits
22 Feb 21		PGCE SBT2 - Start of first round of School Based Training Block placement
08 Mar 21		PGCE SBT2 – Progress Meeting 3 to be completed W/C:
29 Mar 21		PGCE SBT2 – Progress Meeting 4 to be completed W/C:
31 Mar 21		PGCE SBT2 - End of first round of School Based Training Block placement
TBC		Briefing for School Colleagues supporting PGCE SBT2 trainees (additional date)***
27 Apr 21		PGCE SBT2 - Start of second round of School Based Training Preliminary visits
04 May 21		PGCE SBT2 - Start of second round of School Based Training Block placement
17 May 21		PGCE SBT2 – Progress Meeting 5 to be completed W/C:
TBC		Moderation Meeting for School Colleagues supporting PGCE SBT2 trainees **
21 Jun 21		PGCE SBT2 – Progress Meeting 6 to be completed W/C:
01 Jul 21		PGCE SBT2 - End of second round of School Based Training

* School Briefings will take place at our City South Campus, 4:30pm – 6:00pm. School Mentors and Class Teachers will be invited to attend this meeting. Invitations will be sent out to schools at the same time as the letter of confirmation.

** Moderation meetings will take place at our City South Campus, 4:30pm – 6:00pm. School Mentors and Class Teachers will be invited to attend this meeting. Invitations will be sent out towards the end of the block placement.

*** School Briefing (additional date) this is an optional briefing and is open to any school mentors and class teachers taking trainees in the summer term.



EXTENDING THE PARTNERSHIP

HOW TO GET INVOLVED

As well as offering placements to our trainees and supporting them in school, we are always interested in developing our partnership further. Please see below some further opportunities that you may wish to be involved in:

Recognition

All BCU ITE partner schools are informed of a range of opportunities available to them through the BCU Teacher Education Partnership Recognition process. We have three levels of partnership on offer: **Associate, Lead and Principal Partners**. Schools will be asked to self-assess the level of Partnership they wish to engage with and we will issue all partner schools with a BCU Partnership certificate, which serves to recognise their contribution and commitment to ITE in the BCU programme. School mentors will be invited to annual celebration events at BCU, which are further opportunities to consult with the primary team and explore a range of opportunities within the BCU Teacher Education Partnership. **Details of the partnership recognition will be presented at a launch event in the Autumn Term.**

Accreditation

We offer fully funded online Level 7 credits in Coaching and Mentoring to all BCU Partner Schools.

Admissions and recruitment

We welcome the input of school mentors, senior leaders and head teachers when we are interviewing applicants for the BA (Hons) Primary Education with QTS and Primary PGCE courses. If any colleagues are able to support our interview days at BCU, please let us know.

Subject knowledge enrichment

The School of Education and Social Work has started to work in partnership with many other curriculum areas across the university to host academic seminars. The first such event was a Teachers' of English Conference in February 2020, hosted by prestigious academics within the School of English.

Pedagogical subject development

BCU planned to launch a small number of cross phase Subject Hubs in 2020 (e.g. English on 28 March and Art on 25 April), unfortunately the COVID-19 pandemic caused these to be cancelled. We will however continue to develop this opportunity to facilitate research informed discussions for subject specialists in the coming year.

Strategic input

The primary ITE Strategic Leadership Committee meets three times a year and is a key part of our continuous improvement in the training of BCU primary teachers in both our undergraduate and postgraduate courses. We would like representation from mentors and senior leaders on our Strategic Leadership Committee from across the region, so if you would like to be involved please let us know.

Delivery on the BCU programme

We have a number of different modules across our primary programmes covering the Core Curriculum, Foundation Curriculum and Professional Studies. We would like to encourage input on these from school-based colleagues. If you have a specific area of professional interest, a role in school, or are keen to support subject-specific activities with our trainees here at BCU, please get in touch. You could be involved in contributing to the planning of the modules or teaching sessions or both.

OTHER PARTNERSHIP OPPORTUNITIES

Innovative ways to work with BCU

In addition to the assessed PGCE and BA QTS school experience placements designed to develop our students' classroom practice we are also keen to work with schools in other ways. This provides a unique opportunity to build a community that can develop best practice through research and innovation.

- We have a range of modules, arts projects and sports schemes that involve students working within schools to develop specialist knowledge and pedagogy.
- In 2020/21, during the first half of the summer term, our year 2 students will be working in subject study groups to teach a short series of lessons exploring innovative subject pedagogy.
- Our year 3 students will be engaging in their own research projects and are often looking for schools who they can work with to investigate practice, policy and educational values.
- During spring term PGCE students undertake a Professional Studies and Leadership module. They focus on barriers to learning in their specialist subject and how through a whole school initiative this could be addressed with a resulting impact on pupil progress. Trainees are keen to engage with schools to develop skills and have a positive impact on teaching and learning.
- In discussion with staff there are other opportunities for developing varied experiences, either working in school or faculty. Previous examples include trainees supporting at sports days, year 5 children attending an 'aspiration day' in Faculty.
- The University can also support CPD in your school through bespoke training of staff, research initiatives and a range of postgraduate and Master's level courses.
- Consultancy to support PE development in school.
- Many faculty staff support schools in our partnership by becoming Governors. If you are looking for a co-opted governor let us know.

We are keen to develop the opportunities above and welcome suggestions for developing innovative partnerships. If any of these opportunities would be of benefit to your school please get in touch. We would love to hear from you.

"Supporting the students from BCU on the planning and delivery of a series of science lessons for Year 5 was a beneficial experience for all concerned. The students refined their teaching skills and gained valuable insight into the abilities and learning styles of KS2 children, the children made significant progress in their understanding of 'Forces', and the teachers were given the opportunity to share their experience and knowledge and reflect on their own teaching practise."

FRANCES DUNCAN
Year Group Leader,
Anglesey Primary School



MENTOR TRAINING

Become a Leading Partnership School

Our University tutors will support you by delivering mentor training in your school, or cluster of schools, at the start of the trainee placement experiences.

During the session we would be looking at:

- The National Standards for mentors
- Developing your trainee as a reflective practitioner
- Getting the most out of the weekly meeting
- Supporting the Professional Development Profile
- Working with a struggling trainee - looking at case studies and using the 'Cause for Concern' form
- Developing networks of mentors in your area so that there is further support
- Outlining the key features of the placement you will be supporting

Having a trained mentor in your school will allow you to start operating as a Leading Partnership School.

As well as receiving a higher rate of pay for hosting our trainees, Leading Partnership Schools will be able to access CPD opportunities offered by Birmingham City University.

If you are interested in this training opportunity taking place in your school in 2020/21, please send expressions of interest to: education.partnerships@bcu.ac.uk



"Over the years we have built a great working relationship with BCU. Class teachers have thoroughly enjoyed the mentoring role developing their understanding of supporting trainee teachers. Help is always on hand when needed from our UT. A lot of our staff are ex-BCU trainees who are now making a real impact on teaching and learning."

JENNIFER ROGMAN
Deputy Headteacher,
Annie Lennard School

PRIMARY QTS SCHOOL BASED TRAINING

Frequently Asked Questions

Q: Am I able to offer a placement to one trainee instead of a pair for BA QTS and PGCE School Experience 1?

A: Yes, you can offer a placement to one trainee but a paired placement is more beneficial to the trainees and frequently, the school as well. A paired placement offers the opportunity for more flexibility in terms of team teaching and peer development and assessment.

Q: Do the trainees on paired placements have to be based within the same class?

A: Most schools would base paired placements in the same class but, if you want paired trainees in different classes, that is fine, as long as they have opportunities to share planning and to team teach. Trainees placed in parallel classes in the same age group also works particularly well.

Q: Why do you offer a higher rate of pay for hosting in a KS1 class?

A: The reason for this is because trainees on both our 3 to 7 and our 5 to 11 routes all need a Key Stage 1 placement, so annually we require twice as many Key Stage 1 places than EYFS and Key Stage 2.

Q: I have trained through another institution, can I still be a school tutor/mentor?

A: Yes, if you have trained as a school tutor mentor at another institution you can be a mentor for our trainees. Your named University Tutor will be happy to discuss this further with you. Please also see enclosed information about Online Mentor Training which we are pleased to offer to our Partner Schools.

Q: Have all trainee teachers been subject to a Disclosure and Barring Service (DBS) check prior to starting their placement?

A: Yes, all of our trainees are required to complete an Enhanced DBS check prior to their acceptance on the course. Students will bring a copy of their safeguarding letter and photographic student ID with them on their first day. Please contact us if your school will require additional forms of ID.

Q: Where can I find key information about the course?

A: All key information, including dates and documents, is available on our website:
www.bcu.ac.uk/education/partnerships

Q: Can a class teacher also be the school mentor?

A: Yes, but ideally, having a separate mentor allows students to have another source of support within the school.

Q: If I can't attend the School Briefing Meeting, is there another way in which I can obtain the information required for the placement?

A: Yes. All relevant documentation relating to the placement will be sent out ahead of the start date. We are also able to send out a copy of the School Briefing presentation if required. The University Tutor assigned to your placement will also be on hand to answer any further questions you might have.

CONTACT DETAILS

Should you have any questions regarding our teacher training placements, please get in touch with one of our Education Partnerships Team on:

t 0121 331 7303

e education.partnerships@bcu.ac.uk

BA (Hons) Primary Education with QTS

Course Leader – Kate Glanville

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PGCE Primary and Early Years with QTS

Course Leader – Paul Purser

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We hope that we have given you sufficient information to enable you to identify which trainees your school will benefit from supporting, but if you need further information please contact your link tutor or contact the Partnership Team on:

📞 0121 331 7303

✉ education.partnerships@bcu.ac.uk

For more information regarding our Primary Partnership, visit our website:

www.bcu.ac.uk/education/partnerships